DOCUMENT RESUME

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DESCRIPTORS	Annotated Bibliographies; Classification; *Early Childhood Education; *Handicapped Children; *Identification; *Student Evaluation

ABSTRACT

Presented is an annotated bibliography containing approximately 85 citations (1974-1976) on identification and assessment of handicaps in early childhood. Entries are arranged by accession number and usually provide the following information: author, title, source, date, pagination, availability (including Educational Resources Information Center number), and a brief abstract. (CL)

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Early Childhood—Identification and Assessment

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 702

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EC 102852

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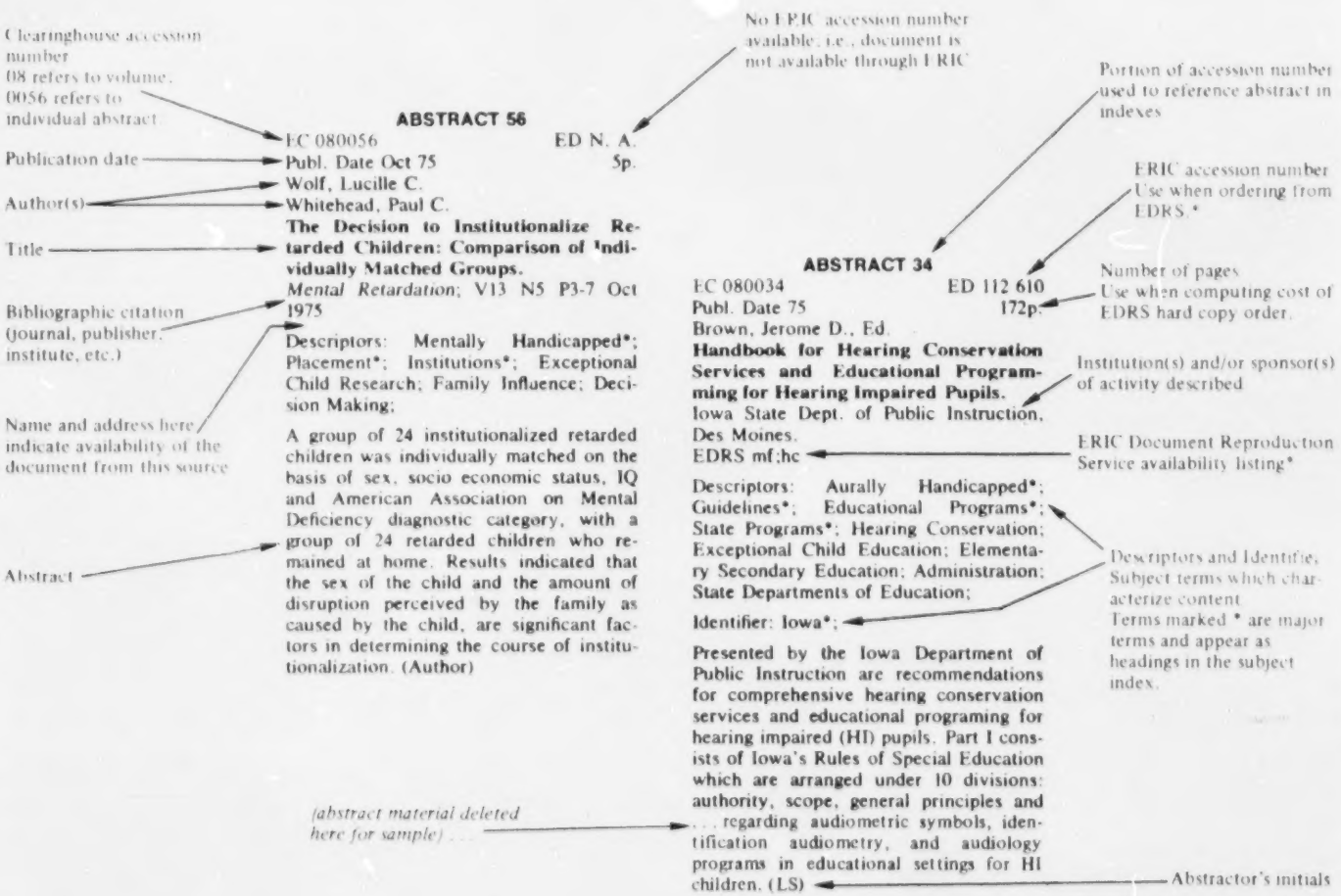
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ABSTRACT 56
EC 080056
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Publication date
Publ. Date Oct 75
5p.
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1538 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNESCO, 7 Rue Eugene Delacroix, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Zitt Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AE, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

*__Child Psychiatry & Human Development__,
**2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally__
**__Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*****Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

****Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036

*****Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*****Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

****Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

****Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036

****Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*****Journal of Learning Disabilities**, 101 E. Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*****Journal of Mental Deficiency Research**, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

****Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201

*****Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

****Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

****Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880

*****Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003

*****Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014

*****Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*****Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*****Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*****Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*****Pediatrics**, PO Box 1034 Evanston, Illinois 60202

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

****Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

****Physical Therapy**, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

****Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*****Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

****Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201 1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*****Sight Saving Review**, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

****Social Work**, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*****Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

****TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091

*****Volta Review**, 3417 Volta Place NW, Washington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2992

EC 08 2992 ED N. A.
Publ. Date Spr/Sum76 9p.
Williams, Robert H.
And Others.
Relative Threshold Performances for Continuous Pure Tones, Pulsed Pure Tones, and Warbled Tones with Normal-Hearing Children Between the Ages of Four-and-one-half to Twelve Years.
Communication Disorders Department, State University College, 1300 Elmwood Avenue, Buffalo, NY 14222.
Journal of Childhood Communication Disorders; V8 N1 P27-35 Spr/Sum 1976

Descriptors: General Education;* Aural Stimuli;* Auditory Tests;* Audiology;* Research Projects; Early Childhood Education; Elementary Education;

The threshold scores and subjective opinions of 45 normal hearing children (4 to 12 years old) were studied with three test stimuli--continuous pure tone, warbled tone, and pulsed pure tone. Each S was asked to indicate whenever he heard any of the three sounds and to identify which stimulus was the loudest and which was the easiest for him to hear. Findings indicated that the lowest threshold scores were achieved using warbled tones and that children identified the warbled tone stimulus as easiest to hear and the continuous pure tone stimulus as loudest. (SBH)

ABSTRACT 2902

EC 08 2902 ED 122 524
Publ. Date Apr 76 21p.
Thurman, Richard L.
And Others.
The Peabody Mathematics Readiness Test: Rationale and Philosophy, Historical Development and Utility with Mentally Retarded Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; General Education;* Mentally Handicapped; Educable Mentally Handicapped;* Primary Education; Mathematics;* Program Effectiveness; Number Concepts; Readiness (Mental);* Identification; Learning Difficulties; Test Construction;* Group Tests;

Identifiers: Peabody Mathematics Readiness Test;

Described are the rationale, development, and utility with mentally retarded children of the Peabody Mathematics Readiness Test (PMRT), an instrument designed to assess mathematical readiness of normal first graders and identify children who would experience difficulty with first grade mathematics. It is explained that the PMRT was intended to pinpoint areas of deficiency and help devise appropriate remediation activities. The PMRT is said to be composed of two parts: discrimination items and line drawings to be copied. Further, it is noted that the test can be group administered, has a theoretical rationale, and has been empirically validated. Discussion of the PMRT's historical development covers such aspects as establishment of scoring schemes and weighting systems, as well as research on the effectiveness of remedial materials developed for normal first grade students. Reviewed is an experiment in which 737 normal first grade students and 175 educable mentally retarded students matched for MA were administered the PMRT. Cited among findings is the basically equal performance between normal first grade and mentally retarded Ss on the discrimination tasks of the PMRT. (CL)

ABSTRACT 2900

EC 08 2900 ED 122 522
Publ. Date Apr 76 13p.
Levine, Martin N.
The Adaptive Behavior Checklist: Development and Current Applications.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Severely Handicapped; Early Childhood Education; Institutionalized (Persons); Rating Scales;* Behavior; Check Lists;* Adjustment (To Environment); Educational Diagnosis; Evaluation Methods;* Computers;

Identifiers: Adaptive Behavior Checklist;*

Provided is a computer summary of the ratings and prescriptive suggestions on the Adaptive Behavior Checklist (ABCL) for a 5-year-old severely retarded, physically handicapped institutionalized boy. The ABCL is explained to measure basic (general motor and sensory development), primary (conceptual and language development), and secondary (social interaction and responsibility) functions. Eleven computer generated prescriptive recommendations are listed, including recommendations for programs designed to improve visual-motor performance and personal cleanliness skills. A statistical summary of the child's ratings is provided with a proration in cases where motoric or sensory limitations may mask true potential. The printout concludes with a categorization of item scores illustrating the child's strengths and weaknesses. (CL)

ABSTRACT 2873

EC 08 2873 ED 122 495
Publ. Date Apr 76 16p.
Branston, Mary Beth.
The Use of Language Sampling as a Means of Assessing Early Productive Language.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Infancy; Early Childhood Education; Language Development;* Maturation; Language Patterns;* Evaluation Methods;*

Semantic-cognitive language sampling procedures to assess language development are used at the Kennedy Center Experimental School which serves handicapped children from 3 months to 6 years of age. A half hour of natural language is transcribed with a written description of the context. Fifty consecutive sentences or 100 utterances are selected and analyzed for grammatical forms such as personal pronouns, main verbs, and negatives. Sentences and utterances are also assessed for semantic functions such as vocabulary content and appropriate word order. The mean length of utterance in words is computed, and the relative numbers of single words, two-word combinations, and three or more word constructions are calculated. (DB)

ABSTRACT 2868

EC 08 2868 ED 122 490
Publ. Date Apr 76 14p.
DuBose, Rebecca F.
Assessing Communication in Nonverbal Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children; Infancy; Early Childhood; Nonverbal Communication;* Evaluation Methods; Communication Skills; Language Development;* Behavior Patterns;* Communication (Thought Transfer); Sequential Learning; Perceptual Motor Learning; Sensory Experience;

Identifiers: Communication Disorders;* Informal Assessment;

The sequence of prelinguistic patterns in the infant and young child is described and explained to aid in identifying the nonverbal child's level of signal and symbol communication. Child-object and child-adult interactions are grouped into the following levels (with sample characteristic behaviors in parentheses): sensation (ceasing crying upon hearing human voices), perception (responding differentially to adults by babbling more frequently in the mother's presence), association (intentionally manipulating objects in an exploratory manner), imagery (pointing toward desired objects), and symbolism (pretending to play and imitating previously seen behavior). (CL)

ABSTRACT 2865

EC 08 2865 ED 122 487
Publ. Date Apr 76 4p.
Carroll, James L.
Pre-School Screening: Role of the School Psychologist.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Exceptional Child Services; Handicapped Children;* Preschool Education;* Identification;* Prevention; Screening Tests;* School Psychologists;* Role Perception; Interdisciplinary Approach; Readiness (Learning);

Summarized is the school psychologist's role in the interdisciplinary approach to screening preschool children for the identification of present or potential impairments. Provided is a listing of test materials (indicated as either individually or group administered) for the following areas: IQ estimate, visual discrimination and memory, receptive language, expressive language, and inner language. A brief checklist is provided to evaluate the child's behavior in four areas--attention, gross motor behavior, fine motor coordination, and social skills. Materials to give to parents are suggested, and a checklist of basic readiness skills (such as knowledge of right and left) is appended. (SB)

ABSTRACT 2864

EC 08 2864 ED 122 486
Publ. Date Apr 76 7p.
Brandell, Mary Ellen
The Role of the Speech Pathologist in Pre-School Screening.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Speech Handicapped;* Language Handicapped;* Preschool Education; Screening Tests;* Speech Therapists;* Role Perception; Language Development;* Identification; Speech Evaluation; Language Tests; Maturation; Phonemes; Morphology (Languages); Syntax; Semantics; Preschool Evaluation;

Described are areas of speech and language that the speech pathologist must evaluate in the preschool screening process. Phonemic development, morphological development, syntax, and semantic development are discussed in terms of normal developmental stages and methods of evaluation. (LS)

ABSTRACT 2863

EC 08 2863 ED 122 485
Publ. Date Apr 76 11p.
Taylor, Rhea A.
And Others.
Regional Cooperative Innovative Efforts for Preschool Multihandicapped Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped;* Cultural Differences; Preschool Education; Rating Scale;* Behavior;* Evaluation Methods; Student Evaluation;* Screening Tests; Educational Diagnosis; State Programs;

Identifiers: Lexington Developmental Scale;* Kentucky;

Discussed in the remarks by two special education teachers and two administrators from Kentucky are the development and use of the Lexington Developmental Scale (LDS) with multiply handicapped preschool children. It is explained that the LDS covers five skill areas: gross and fine motor, receptive and expressive language, cognitive, personal-social, and emotional development. The LDS is noted to be available in short form as a screening device and in long form for classroom programing. The use of the LDS in a Head Start program and its adaptation for culturally different children are also considered. (CL)

ABSTRACT 2837

EC 08 2837 ED N. A.
Publ. Date 76 165p.
Travers, John, Ed.
The New Children: The First Six Years.
Greylock Publishers, 13 Spring St., Stamford, CT 06901 (4.95 P.)

Descriptors: Exceptional Child Education; Handicapped Children;* Early Childhood Education;* Environmental Influences;* Psychological Tests;* Identification;* Sex Role;* Play;* Child Abuse;* Moral Development;* Television;* Parent Role;

Presented are nine author contributed essays on the significance of the early childhood period, techniques for detecting deficits in a child's background, and essential components of a child's healthy development. In "Early Experience and Intelligence," J. Travers summarizes the latest data about environmental influences on development. G. Ulrey, in "Psychological Testing of Young Children," discusses the role of assessment to discover existing or potential weaknesses in the child's performance. Ways in which skilled investigators can use psychological assessment to identify specific learning problems are detailed by R. Schnell in "Special Learning Problems of Young Children." W. Kilpatrick, "Boy, Girl, or Person? Current Issues in Sex Role and Sex Identity"; examines the acquisition of an acceptable sex identity. I. Stamm's essay is titled "The Multiple Functions of Play--A Review and Examination of the Piagetian and Psychoanalytical Points of View". Ways in which the socialization process goes awry are considered in J. Daniel's essay, "Child Abuse--A Complex Case of Missocialization." The work of J. Piaget, L. Kohlberg, L. Rath, and S. Simon are explored in J. Dacey's article--"Moral Education in Early Childhood." Considered in "The Effect of Television--A Look by Preschoolers" by B. Brightly are children's viewing patterns, types of shows, and the effect of commercials on children. Finally, G. Ladd, in "Young Children and the Environment of Science," discusses developmental activities for parents and teachers to use in shaping a child's learning environment. (DB)

ABSTRACT 2832

EC 08 2832 ED N. A.
Publ. Date Jul 76 28p.
Miranda, Simon B.
Visual Attention in Defective and High-Risk Infants.
Merrill-Palmer Quarterly; V22 N3 P201-228 Jul 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Mongolism;* Infancy; Visual Perception;* Vision; Identification;* Prediction;* Intelligence Level;*

Reviewed are research studies concerned with comparing the visual preferences, memory, and discrimination skills of Down's syndrome and normal infants as a means of predicting the mental development of the high risk infant. Tests of visual fixation are said to show that Down's syndrome infants lag in the development of intrinsic visual preferences, response to novelty, and recognition memory. Both fullterm and preterm infants are reported to have pattern vision when the stimuli are large enough. Abnormal visual preference responses are thought to be predictive of neurological abnormality. It is concluded that the visual fixation test has a high predictive accuracy of future intellectual functioning. (DB)

ABSTRACT 2831

EC 08 2831 ED N. A.
Publ. Date Jul 76 23p.
Parmelee, Arthur, Jr.
And Others.
Selection of Developmental Assessment Techniques for Infants at Risk.
Merrill-Palmer Quarterly; V22 N3 P177-199 Jul 76

Descriptors: Exceptional Child Research; Handicapped Children;* Infancy; Identification;* Testing;* Parent Education; Intervention;* Prevention; Labeling (of Persons); Prediction;

Identifiers: Developmental Disabilities;*

Discussed are various developmental assessment techniques used to identify infants at high risk for later developmental disability and to define the areas of deficit. It is explained that the system features the use of multiple measures so that the contribution made by each measure to the total risk score can be identified independently or in combination. Noted is concern about labeling a child "high risk" during the first few months of life. It is explained that the team (consisting of the pediatrician, public health nurse, and social worker) assigned to each family is knowledgeable in infant development, well baby care, and family counseling; contacts the family regularly; and provides major assessments at the time of birth, at 4-months, and at 9 months. Noted is an associated educational intervention program that focuses on the mother as the mediator of change for the child from 10 months to 2 years of age. (DB)

ABSTRACT 2829

EC 08 2829 ED N. A.
Publ. Date Aug 76 3p.
Chartier, George M.
And Others.
The Stanford Preschool Internal

External Scale: Extension to Kindergarteners.
Journal of Personality Assessment; V40 N4 P431-433 Aug 76

Descriptors: Research Projects; General Education;* Kindergarten; Preschool Education; Locus of Control;* Socioeconomic Status; Psychological Characteristics; Psychological Tests;* Test Validity;*

Identifiers: Stanford Preschool Internal External Scale;*

To investigate whether the characteristics of the Stanford Preschool Internal-External Scale (SPIES) would remain stable for older children of apparently different socioeconomic status than the normative sample the SPIES was administered to 104 kindergarteners of essentially middle class background in an ordinary elementary school. The findings indicated that the SPIES may be useful in research on perceived locus of control in kindergarteners as well as preschool children. (Author)

ABSTRACT 2828

EC 08 2828 ED N. A.
Publ. Date Aug 76 5p.
Peterson, Rolf A.
And Others
Predicting Clinical Judgment for a Primary Grade Apperception Battery.
Journal of Personality Assessment; V40 N4 P378-382 Aug 76

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Primary Grades; Screening Tests;* Prediction;* Student Adjustment; Test Validity;*

Identifiers: Primary Grade Apperception Battery;*

A six card Primary Grade Apperception Battery designed to screen for emotional problems was administered to one group of 79 first grade children on a 4 month test-retest schedule and to a new group of 65 first graders 1 year later. Two clinical psychologists read the protocols and made clinical judgments regarding home and school adjustment on a 4 point scale. Results indicated that the derived apperception score reliably predicted clinical judgment. In general, the results also suggested that the six card apperception battery may be a useful screening test for school and home adjustment for first and second grade children. (Author/SBH)

ABSTRACT 2823

EC 08 2823 ED N. A.
Publ. Date Jul 76 9p.
McDonald, James E.
Sheperd, George
The Autistic Child: A Challenge for Educators.
Psychology in the Schools; V13 N3 P248-256 Jul 76

Descriptors: Exceptional Child Education; Autism;* Preschool Education; Research Reviews (Publications);* Teacher Role;* Educational Diagnosis; Etiology; Individual Characteristics;* Therapy;* Teaching Methods;

Reviewed in relation to the educator's role is research on the diagnosis, etiology, characteristics, and treatments of infantile autism. Included are the following research findings: no "cardinal" symptom exists that is always diagnostic of infantile autism; assessment of receptive language provides a meaningful basis for determining a child's prognosis; autistic children demonstrate disturbed and dysfunctional behavior which varies in nature and severity among children; the intense need to maintain sameness and strong attachment to objects may be related to the autistic child's remarkable memory; no comparative data exists regarding the efficacy of such therapeutic approaches as body stimulation, group therapy, and behavior modification. It is concluded that the teacher's responsibility is to use criterion referenced assessment and behavioral teaching techniques to provide efficient and effective instruction to the autistic child. (SBH)

ABSTRACT 2822

EC 08 2822 ED N. A.
Publ. Date Aug 76 5p.
Machol, Libby
"Total Communication" A New Hope for Deaf Children.
Family Health; P44-45, 6466-6467 Aug 76

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf;* Infants; Elementary Secondary Education; Special Schools;* Parent Role; Educational Methods;* Oral Communication;* Sign Language;* Manual Communication; Identification; Checklists;

Identifiers: Total Communication (Handicapped);*

The parents of a 1-year-old deaf child, when faced with the task of choosing an educational program for their son, visited special schools emphasizing oralism, sign, and total communication and decided on the total communication approach as the best method. Representatives from each school pointed out the pros and cons of each educational method. (Provided are a checklist for parents to determine if an infant is hearing impaired and a list of contacts for more information on the deaf and schools for the deaf.) (SBH)

ABSTRACT 2819

EC 08 2819 ED N. A.
Publ. Date Aug 76 24p.
Stevenson, Harold W.
And Others
Longitudinal Study of Individual Differences in Cognitive Development and Scholastic Achievement.
Journal of Educational Psychology; V68 N4 P377-400 Aug 76

Descriptors: Exceptional Child Research; General Education;* Learning Difficulty;* Preschool Education; Primary Education; Prediction;* Academic Achievement;* Reading Achievement;* Mathematics; Identification;* Student Evaluation; Individual Differences;* Longitudinal Studies

Evaluated was the effectiveness of a battery of cognitive and psychometric tasks in predicting reading and arithmetic achievement in grades 1, 2, and 3 of 255 children. Ss were given the tasks (of skills such as serial memory and auditory discrimination) prior to kindergarten and also rated by kindergarten teachers. Results indicated that combinations of four tasks (such as naming letters) yielded optimal predictions, that performance on the tasks was more predictive than teachers' ratings, and that after first grade the most effective prediction was derived from scores on prior achievement tests, and that the optimal tasks successfully identified children who later had achievement difficulties. (Author/DB)

ABSTRACT 2769

EC 08 2769 ED 121 046
Publ. Date Nov 74 93p.
Evans, Joyce S.
A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc
Volume 1 of 2 Volumes

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Material Development;* Identification; Screening Tests;* Check Lists; Culture Free Tests; Resource Guides; Teaching Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;* Final Reports;

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a pre-post test research design that compared results from the target group with results from nonhandicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook--70 Inexpensive Things to Do or Make," and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion referenced and norm referenced tests; and that target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their nonhandicapped peers. (Numerous tables with statistical

information are provided.) (For appendixes to the document, see EC 08 2770.) (Author/SB)

ABSTRACT 2746

EC 08 2746 ED N. A.
Publ. Date Aug 76 6p.
Martin, Frederick N.
Coombes, Sherry.
A Tangibly Reinforced Speech Reception Threshold Procedure for Use With Small Children.
Journal of Speech and Hearing Disorders; V41 N3 P333-338 Aug 1976

Descriptors: Research Projects;* Audiometric Tests;* Operant Conditioning;* Early Childhood; Reinforcement; Measurement Techniques; Receptive Language; Auditory Evaluation; Mechanical Equipment;

Examined was a new method for determining speech reception thresholds with 40 normal hearing children (17 to 56-months-old). The words employed were names for parts of a device that was in the form of a colorful clown. The device automatically rewarded the child with a small piece of candy each time he pressed the part of the clown that had been announced through the sound field system of a speech audiometer. Results showed that operant conditioning speech audiometry using tangible reinforcers is feasible for small children. Both boys and girls can be tested accurately by this method down to age two and one-half years. (Author/IM)

ABSTRACT 2704

EC 08 2704 ED N. A.
Publ. Date Jul 76 8p.
Mitchell, Judith Ann.
Three-Dimensional Construction Tests Establish Provisional Norms for Children Aged Five and Six Years.
American Journal of Occupational Therapy; V30 N6 P363-369 Jul 76

Descriptors: General Education;* Early Childhood; Evaluation Methods; Norms;* Performance Tests;* Assessment; Motor Development;* Perceptual Motor Coordination;

Identifiers: Constructional Praxis;* Gesell Block Tests; Benton and Fogel Test of Constructional Praxis;

The constructional praxis ability (defined as the ability to assemble, join, or articulate parts to form a structure in the absence of motor paralysis) of 69 normal 5 and 6 year olds was studied to validate established norms, to gain normative data for the Gesell Block Test and the Benton and Fogel Test of Constructional Praxis, and to identify a developmental continuum. No significant difference was found between scores obtained by the two age groups; however, a difference significant at the less than .05 level was found between scores of 5-year-old boys and girls. The results suggest that these tests measure a continuum of development and that with revisions they may be useful to provide additional information about development of constructional praxis ability in a larger sample of normal and brain damaged children. (Author/IM)

ABSTRACT 2678

EC 05 2678 ED N. A.
Publ. Date Sum 76 9p.
Thompson, Robert J., Jr.
And Others.
A Model Interdisciplinary Diagnostic and Treatment Nursery.
Child Psychiatry and Human Development; V6 N4 P224-232 Sum 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Preschool Education; Interdisciplinary Approach;* Educational Diagnosis;* Therapy; Program Descriptions; Educational Programs;* Parent Role; Parent School Relationship;*

Identifiers: Developmental Disabilities;*

Described is a model interdisciplinary diagnostic and treatment nursery program for serving up to 10 preschool developmentally disabled or mentally handicapped children at a given time. It is explained that major program components are the parent professional partnership and the objective specification of problems, treatment plan, and treatment methods for each youngster, by the interdisciplinary team. The concept of efficiency index is used to document and compare program effectiveness for four treatment cases, one of which is presented in detail. It is stressed that children who made the greatest gains had the highest degree of parent involvement. (Author/DB)

ABSTRACT 2666

EC 08 2666 ED N. A.
Publ. Date 76 314p.
Eisenberg, Rita B.
Auditory Competence in Early Life: The Roots of Communicative Behavior.
University Park Press, Chamber of Commerce Building, Baltimore, MD 21202 ($8.50)

Descriptors: Exceptional Child Research; Aurally Handicapped;* Infancy; Textbooks; Research Design;* Research Methodology;* Audition (Physiology);* Auditory Perception;* Audiology; Auditory Tests; Aural Stimuli; Anatomy; Physiology; Perceptual Development; Identification; Clinical Diagnosis; Perception Tests; Measurement Techniques; Equipment; Diagnostic Tests;* Identification Tests;

Intended as a textbook and procedural manual, the volume presents information on auditory developmental processes with emphasis on methods for obtaining infant data on audition. Part I, Determinants of Communicative Behavior, includes Chapter 1 on the endowment of the developing human organism, covering such topics as the nervous system, the auditory system, and hearing in relation to speech and language; Chapter 2 on methods for studying auditory behavior in infants covering such topics as the development of study procedures, internal signals and the use of state indices, and the treatment of nonauditory and auditory stimuli and behavior output; and Chapter 3 on a frame of reference for studies in the development of auditory competence, which covers subjects such as adaptive processes and the organization of perceptual mechanisms, and a basis for predicting differential patterns of infant hearing. Part II, Functional Properties of Sound and Their Ontogenetic Implications, includes Chapter 4 on overt responses to sound in newborn infants, covering such subjects as the effects of calibrated noisemakers and monotonous stimulation; and Chapter 5 on electrophysiologic measures of auditory behavior during early life, covering topics such as background information on heart rate and electroencephalography, and heart rate and electroencephalographic responses. Part III, Recent Advances and Future Directions in Developmental Studies in Audition, includes Chapter 6 which covers topics such as the effects of discrete parameter variables, and multidimensional signals, and dimensionality as a determinant of perceptual processes; and Chapter 7 covering subjects such as the properties of constant and patterned signals as a clue to neuronal organization, and future directions in the study of developmental auditory behavior. Appended are such items as a glossary of approximately 90 terms and a listing of approximately 250 studies on auditory processes using infant subjects. (IM)

ABSTRACT 2656

EC 08 2656 ED N. A.
Publ. Date Jul 76 8p.
Bromwich, Rose M.
Focus on Maternal Behavior in Infant Intervention.
American Journal of Orthopsychiatry; V46 N3 P439-446 Jul 76

Descriptors: Exceptional Child Education; Handicapped Children;* Disadvantaged Youth;* Infants;* Parent Child Relationship;* Evaluation Methods; Mothers;* Child Development;* Intervention; Case Studies;

A six stage maternal behavior progression for mothers of disadvantaged and handicapped infants is outlined, and its use as a schema for the assessment of parental behavior in parent-infant interaction is described. The approach is noted to focus on parent-infant interaction, rather than the teaching of infant skills, as a basis for enhancing cognitive and affective development of the child. Use of the schema is illustrated in two cases from an intervention program for high risk infants. (Author/SB)

ABSTRACT 2638

EC 08 2638 ED N. A.
Publ. Date Jul 76 5p.
Ratusnik, David L.
Koenigsknecht, Roy A.
Cross-Cultural Item Analysis of the Columbia Mental Maturity Scale: Potential Application by the Language Clinician.
Language, Speech, and Hearing Services in Schools; V7 N3 P186-190 Jul 1976

Descriptors: General Education;* Intelligence Tests;* Test Bias;* Racial Factors;* Socioeconomic Influences;* Exceptional Child Research; Preschool Education; Test Validity;

Identifiers: Columbia Mental Maturity Scale;*

The Columbia Mental Maturity Scale (CMMS) was evaluated with a total of 144 4-and 5-year-old children divided into the following groups: Black lower socioeconomic, Black middle socioeconomic, White lower socioeconomic, and White middle socioeconomic. Results of analysis of scores on the nonverbal intelligence test indicated that the CMMS was relatively free of racial bias with differences in group scores consistently a reflection of socioeconomic, not racial background. (DB)

ABSTRACT 2636

EC 08 2636 ED N. A.
Publ. Date Jul 76 8p.
Arlt, Phyllis B.
Goodban, Marjorie Tylke.

A Comparative Study of Articulation Acquisition as Based on a Study of 240 Normals, Aged Three to Six.

Language, Speech, and Hearing Services in Schools; V7 N3 P173-180 Jul 1976

Descriptors: General Education;* Articulation (Speech);* Standardized Tests;* Speech Tests;* Exceptional Child Research; Preschool Education; Speech Evaluation; Testing Problems;

Reexamined with 240 children ranging in age from 3 to 6 years were the normative data for the development of articulation skills as evaluated in the screening test of articulation developed as a subtest of the Illinois Children's Language Assessment Test. Results of comparing the norms of this examination with previous norms indicated that 43% of the sounds tested were produced correctly from 6 months to 4 1/2 years earlier than would be expected from the previously established norms. (DB)

ABSTRACT 2484

EC 08 2484 ED 120 997
Publ. Date 75 35p.
Russell, Fay F., Ed.

The Identification and Management of Selected Developmental Disabilities: A Guide for Nurses.

Tennessee Univ., Memphis. Child Development Center.
Public Health Service (DHEW), Rockville, MD. Health Services Administration.
EDRS *mf;hc*
Superintendent of Documents, US Government Printing Office, Washington, DC 20402 (Stock Number 017-026-0040-2, $ 85)

Descriptors: Exceptional Child Services; Exceptional Child Research; Mentally Handicapped;* Infancy; Early Childhood; Childhood; Identification;* Mothers; Nursing;* Stimulation; Medical Evaluation; Neurology; Genetics; Etiology; Metabolism; Nutrition; Behavior Change; Operant Conditioning; Self Care Skills; Screening Tests;

Identifiers: Developmental Disabilities;* Phenylketonuria;

The guide for nurses consists of 10 papers on identification and management of selected developmental disabilities. Included are the following titles: "The Importance of Early Mothering" (R. Benfield); "Infant Stimulation" (J. Arnold); "Failure to Thrive" (M. Haynes); "The Neurological Evaluation of Infants and Young Children" (R. Williams); "Genetic Aspects of Mental Retardation" (R. Summitt); "Inborn Errors of Metabolism and Mental Retardation" (G. Billmeier); "Community Nutrition" (P. Zee); "Dietary Treatment of Phenylketonuria" (M. Smith); "Behavior Modification: Approaches to Teaching Feeding and Toileting Skills to Handicapped Children" (V. Stimbert); and "Developmental Screening" (F. Russell). (LS)

ABSTRACT 2457

EC 08 2457 ED N. A.
Publ. Date Apr 76 14p.
Haring, Norris G.
And Others.

General Principles and Guidelines in "Programming" for Severely Handicapped Children and Young Adults.

Focus on Exceptional Children; V8 N2 P1-14 Apr 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Infancy; Childhood; Educational Methods;* Intervention;* Program Descriptions; Identification;* Community Programs; Normalization (Handicapped); Maturation; Biological Influences;

Discussed is the application of modern educational technology to intervention with severely handicapped infants and older children. Principles of programing instruction are applied to the classroom situation. The importance of early intervention is considered in terms of the neurology of infant development and the value of early identification of problems of both prenatal and perinatal onset. Two case studies are given to illustrate nontraditional services provided by educators in the classroom for older severely handicapped students. Components of infant programs are seen to include early diagnosis and intervention, the use of respondent behaviors, correlation of intervention procedures with maturational factors, and parent involvement. A program in American Samoa is described as an example of replication of the basic intervention model and utilization of available local resources. Effective community based programs for the severely handicapped are seen to optimize independent functioning and decrease institutionalization. (DB)

ABSTRACT 2257

EC 08 2257 ED N. A.
Publ. Date May 76 7p.
Ritter, David R.
Tweldyke, James E.

Convergent and Discriminant Validation of the Trait of Visual Figure-Ground Perception.

Journal of Learning Disabilities; V9 N5 P319-325 May 1976

Descriptors: General Education;* Visual Perception;* Test Validity;* Statistical Analysis;* Exceptional Child Research; Primary Education;

Identifiers: Construct Validity;* Figure Ground Perception;*

Investigated with 64 upper middle class first grade children of normal intelligence and visual perception was the construct validity of the trait of visual figure-ground perception. A multitrait-multimethod analysis of visual figure-ground perception, form recognition, and verbal ability was used. Measures of the trait of visual figure-ground perception were found to possess a moderate degree of convergent validity but discriminant validity was not demonstrated. Considerable method-of-measurement bias and shared trait variance between visual figure-ground perception and form recognition were found to exist. Construct validity was not demonstrated for the trait of visual figure-ground perception as a distinct visual perceptual skill. (Author/DB)

ABSTRACT 2169

EC 08 2169 ED N. A.
Publ. Date Jun 76 8p.
Howard, Judy.
And Others.

A Neurologic Comparison of Pre-Term and Full- Term Infants at Term Conceptional Age.

Journal of Pediatrics; V88 N6 P995-1002 Jun 1976

Descriptors: Neurologically Handicapped;* Infancy;* Neurology;* Medical Evaluation;* Premature Infants;* Exceptional Child Research; General Education; Handicapped Children; Evaluation Methods; Pregnancy;

A neurologic examination was performed on 97 full term and 97 preterm infants at their expected date of birth to determine neurologic deviance. The assessment measured muscle tone, reflex patterns of behavior, and activity and arousal states. Despite being at a higher activity level, the preterm Ss had more weak responses and more asymmetric responses than the full term Ss. Although no correlation was found between gestational age and the incidence of weak responses in the preterm Ss, the preterm Ss with lowest birth weight at all gestational ages demonstrated the greatest number of weak responses. (CL)

ABSTRACT 2136

EC 08 2136 ED N. A.
Publ. Date Jun 76 5p.
Stein, Laszlo K.

An Electrophysiological Test of Infant Hearing.

American Annals of the Deaf; V121 N3 P322-326 Jun 1976

Descriptors: Aurally Handicapped;* Identification;* Neurology;* Auditory Evaluation;* Exceptional Child Education; Infancy; Audiology;

Identifiers: Brainstem Evoked Response(BER);*

Brainstem evoked (or electric) response (BER) audiometry is a relatively new method of testing infants electrophysiologically to identify hearing impairment. Minute electrical signals generated by the auditory nerve and the auditory

nuclei of the brainstem are recorded using surface electrodes and analyzed by an average-response computer. The resultant wave patterns supply critical information on whether the hearing mechanism is responding normally to high frequency sound. The availability of BER as a test of hearing and earlier referral offers new possibilities in the total delivery of services to infants and multihandicapped children considered at risk for hearing impairment. (Author/SB)

ABSTRACT 2130

EC 08 2130 ED N. A.
Publ. Date May 76 3p.
Kahn, James V.

Utility of the Uzgiris and Hunt Scales of Sensorimotor Development with Severely and Profoundly Retarded Children.

American Journal of Mental Deficiency; V80 N6 P663-665 May 1976

Descriptors: Custodial Mentally Handicapped;* Test Reliability;* Test Validity;* Evaluation Methods;* Exceptional Child Research; Mentally Handicapped; Early Childhood Education; Sensory Integration; Elementary Education;

Identifiers: Ordinal Scales of Psychological Development;*

The reliability and validity of the I. Uzgiris and J. Hunt (1975) scales of sensorimotor development were examined with 63 severely or profoundly retarded children between 42 and 126 months of age. All of the Ss were assessed on all six scales of the Uzgiris and Hunt instrument. Interexaminer test-retest reliabilities were computed, and scalogram analyses were also performed on all but the Schemes scale. The findings were that the scales were reliable and, as theorized by Piaget, ordinal with the present sample. The findings were interpreted as indictating that the scales could be used reliably and validly with severely and profoundly retarded children. (Author)

ABSTRACT 2116

EC 08 2116 ED N. A.
Publ. Date 76 12p.
Evans, Joyce

Identification and Supplementary Instruction for Handicapped Children in a Regular Bilingual Program.

Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701

Descriptors: Exceptional Child Research; Learning Disabilities;* Preschool Education; Identification;* Material Development;* Remedial Instruction;* Mexican Americans;* Bilingualism; Program Effectiveness; Instructional Materials;

Identifiers: Ability Development Projects;*

The Ability Development Projects were designed to identify the preschool Mexican American child with existing and/or potentially handicapping conditions, to develop and test supplementary materials, and to determine the efficacy of supplementary instruction within the regular bilingual classroom. In the first project for 4-year-olds, 40 out of 99 children enrolled had some type of problem, 29 children with problems severe enough to interfere with learning. Following 5 months of supplementary instruction, the experimental group out-performed the comparison group not receiving supplementary instruction and were learning at the level of nonhandicapped peers. In the second project for 5-year-olds, materials for continuous observation and supplementary instruction on a lesson-by-lesson basis were developed which include two identification instruments, the Spanish/English Language Performance Screening and the Observational Checklists for Referral, and four instructional materials, *Working With Parents of Handicapped Children*, *How To Fill Your Toy Shelves Without Emptying Your Pocketbook*, *Supplementary Activities for Four-Year-Olds*, and *Observation-Activity Cards for Five-Year-Olds*. (Author/SB)

ABSTRACT 2097

EC 08 2097 ED N. A.
Publ. Date 76 144p.
Wedell, K., Ed.
Raybould, E. C., Ed.

The Early Identification of Educationally "At Risk" Children. Educational Review.

Birmingham University, School of Education, Birmingham, Great Britain B16 2TT (2.50 Pounds)

Occasional Publications No. 6.

Descriptors: Exceptional Child Education; Learning Disabilities; Handicapped Children;* Identification;* Early Childhood Education;* Reading Difficulty; Emotionally Disturbed; Readiness (Mental); Testing; Screening Tests; Conference Reports;*

Presented are 14 papers originally given at a British symposium on concepts and aims, psychometric approaches, and program implementation in the early identification of educationally "at risk" children. Papers have the following titles and authors: "The Early Identification of Educationally At Risk Children" (R. Gulliford); "Some Issues in the Early Detection of Learning Disabilities" (J. Schroots); "Children at Increased Educational Risk--Some Results and Some Reservations" (R. Davie); "The Early Identification of Children with Adjustment Problems" (M. Chazan); "Early Identification of Children at Risk for Educational Programs" (B. Keogh); "Current Views About School Readiness Tests in Germany with Specific Reference to Their Predictive Validity for Identifying Potential Failure in School" (H. Mandl); "Some Problems in the Multivariate Prediction of Success in the First Year of Primary School" (A. Krapp); "The Language Ability of Some School Beginners and Their Later Reading Ability" (M. Tyson); "Intra-Modal and Inter-Modal Function in Children with Learning Disabilities" (J. Dumont et al.); "A Study of the Allocation of Resources in the Detection of Children under 3 Years with Developmental Delay" (P. Zinkin); "Screening and Early Identification of Reading and Learning Difficulties--a Description of the Croydon Screening Procedures" (S. Wolfendale); "Special Educational Treatment in Infant Schools-- 6 1/2-year-old Screening" (A. Tansley); and "Social Problems-- Identification and Action" (G. Herbert). (DB)

ABSTRACT 2082

EC 08 2082 ED N. A.
Publ. Date May 76 10p.
Frankenburg, William K.
And Others.

The Denver Prescreening Developmental Questionnaire (PDQ).

Pediatrics; V57 N5 P744-753 May 76

Descriptors: Infancy;* Identification;* Screening Tests;* Child Development;* Exceptional Child Research; Handicapped Children; Test Validity; Questionnaires;

Identifiers: Developmental Disabilities;* Denver Prescreening Developmental Questionnaire;*

To facilitate periodic developmental screening of all children, a Prescreening Developmental Questionnaire (PDQ) was created to identify those children under 3 years of age who require a more thorough screening with the Denver Developmental Screening Test (DDST). Children positive on the DDST screen are then referred for a diagnostic assessment. To devise the PDQ, 97 of 105 standard DDST items were formulated into questions. Ten age-appropriate questions were answered by 1,155 parents with subsequent evaluation of their children with the DDST. Agreement between parental responses for individual items and the score for their children's corresponding DDST item varied from 68% to 100% (mean, 93.3%). When the PDQ was positive, 31.2% of the children were referred for a DDST screen. These referrals included 86.7% of abnormal and 53.8% of questionable DDSTs among the 1,155 children screened. The predictive value of a referral was 23.3%. The predictive value of a referral did not differ significantly whether the PDQ was answered by a parent or by day care center staff personnel. A subsequent field trial of 1,027 PDQs in private physicians' offices and public health clinics yielded a similar predictive value (24.7%) for a referral. The parents liked the PDQ which took them only about five minutes to answer and the physicians liked the PDQ since it decreased by almost 69% the number of DDSTs they felt obliged to administer. (Author)

ABSTRACT 2046

EC 08 2046 ED N.A.
Publ. Date May 76 6p.
Magrab, Phyllis R.
And Others.

Stability and Comparability of Intellectual Measures for Cerebral-Palsied Preschoolers.

Physical Therapy; V56 N5 P553-558 May 76

Descriptors: Exceptional Child Research; Physically Handicapped; Cerebral Palsy;* Preschool Education; Intelligence Tests;* Clinical Diagnosis;* Age Differences;* Intelligence Quotients;*

Intelligence test scores on the Stanford-Binet Intelligence Scale and the Merrill Palmer Scale were studied for 23 cerebral-palsied preschool children to determine the stability and comparability of these measures during the preschool years as well as the relationship of psychological gains or losses to clinical diagnoses of the children. Test and posttest data were analyzed for Ss who had participated for one year in a special preschool program for children with neuromotor problems. A high correlation was found between the two intelligence tests both on pretesting and posttesting. No significant differences were observed between IQs attained at the 3-year level and IQs attained at the 4-year level. No associative pattern between etiology of the disability, neuromotor involvement, and intelligence test patterns was determined. (Author)

ABSTRACT 2021

EC 08 2021 ED N.A.
Publ. Date May 76 10p.
Beasley, Daniel S.
And Others.
Children's Perception of Time-Compressed Speech on Two Measures of Speech Discrimination.
Journal of Speech and Hearing Disorders; V41 N2 P216-225 May 1976

Descriptors: General Education;* Receptive Language;* Evaluation Methods;* Language Tests;* Research Projects; Exceptional Child Education; Early Childhood Education; Speech Handicapped; Language Handicapped;

Identifiers: Word Intelligibility by Picture Identification (WIPI);* PB K 50; Phonetically Balanced Word List (Kindergarten);*

Time-compressed versions of the WIPI (Word Intelligibility by Picture Identification) and PB K 50 (Kindergarten Phonetically Balanced Word List) speech discrimination measures were presented at two sensation levels to 60 children divided into three age groups (with mean ages of 4, 6, and 8 years) of 20 each. Results showed that average intelligibility scores increased as a function of increasing age and sensation level and decreased with increasing amounts of time compression. The PB K 50 measure was found to be more difficult than the WIPI for each age group under each condition of time compression and sensation level. The several factors under study were found to interact. (Author)

ABSTRACT 2017

EC 08 2017 ED N.A.
Publ. Date May 76 22p.
Toronto, Allen S.
Developmental Assessment of Spanish Grammar.
Journal of Speech and Hearing Disorders; V41 N2 P150-171 May 1976

Descriptors: General Education;* Ethnic Groups;* Cultural Differences;* Spanish Speaking;* Language Tests;* Early Childhood Education; Student Evaluation; Grammar; Test Construction;

Identifiers: Developmental Assessment of Spanish Grammar (DASG);*

Described is the Developmental Assessment of Spanish Grammar (DASG), an analysis procedure designed to evaluate the language of American Spanish-speaking children with deficient grammatical skills and to serve as a model for structuring language remediation. Information is provided on the development of the DASG, DASG instructions and procedures (stimulus materials, eliciting spontaneous speech, sentence selection for scoring, rules for scoring, and computing the average score), and standardization of the DASG (reliability and validity, group comparisons, and limitations of the DASG). Proposed syntactic hierarchies are presented for the following six grammatical categories: indefinite pronouns and noun modifiers, personal pronouns, primary verbs, secondary verbs, conjunctions, and interrogative words. It is noted that the DASG was standardized on 128 Spanish-speaking children between the ages of 3 and 6 years. (Author/SB)

ABSTRACT 2012

EC 08 2012 ED N.A.
Publ. Date 76 160p.
Carew, Jean V.
And Others.
Observing Intelligence in Young Children: Eight Case Studies.
Prentice-Hall, Inc., Publishers, Englewood Cliffs, NJ 07632 ($8.95 Hc, $5.95 Pb)

Descriptors: Research Projects; General Education;* Preschool Education; Cognitive Development;* Child Development;* Observation;* Research Methodology; Longitudinal Studies; Interpersonal Relationship; Case Studies;* Social Development; Environmental Influences;*

Described are the everyday experiences and environments of eight of the 46 1-year-old children who were observed over a 2-year period using a natural experiment technique. Noted in the introduction are the study's two purposes: to describe in concrete detail the ordinary experiences of a broad section of children during a developmentally fundamental phase of life; and to compare experiences of two contrasting groups of children, those who developed very well intellectually and those who developed less well. In the first chapter, the research on which the book is based is described in terms of the the study population; when, where, and why the observations took place; the coding of experiences according to intellectual value; evaluation of the human environment; and major findings of the research. Observations from children in the study are provided in Chapter 2 to illustrate the typical experiences of the 1- and 2-year-old and the developmental value attached to the experiences. The third chapter focuses on the various roles which the mother, father, brothers, sisters, and friends play in the child's experiences and the effects their behavior may have on development. The remaining five chapters are devoted to eight case studies which address major issues such as the critical factors that seem to relate to divergent intellectual development, the effects of social class differences in child-rearing on intellectual and social development, and the effects of extreme environments on development. (SB)

ABSTRACT 1965

EC 08 1965 ED N.A.
Publ. Date Spr 76 7p.
Morris, June E.
Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped.
Education of the Visually Handicapped; V8 N1 P21-27 Spr 1976

Descriptors: Visually Handicapped;* Auditory Perception;* Reading Tests;* Test Validity;* Exceptional Child Research; Primary Grades; Braille; Large Type Materials; Material Development;

Identifiers: Durrell Listening Reading Series;*

A study was conducted to determine the validity of the Primary Level of the Durrell Listening-Reading Series (DLRS) for 141 legally blind Ss (65 braille, 76 large type) with reading ability ranging from grades 1-3. The experimental instrument used was a shortened form of the DLRS in both braille and large type. Ss reading at second and third grade levels had no difficulties taking the test, but only 66% of the braille and 77% of the large type Ss reading at the first grade level were able to use it. Other findings included that Ss who were not able to use the test experienced more difficulty with the reading than with the listening parts, and that 52% of the braille Ss did not follow marking instructions. (SB)

ABSTRACT 1948

EC 08 1948 ED N.A.
Publ. Date Apr 76 6p.
Dlugokinski, Eric.
And Others.
Preschoolers at Risk: Social, Emotional and Cognitive Considerations.
Psychology in the Schools; V13 N2 P134-139 Apr 76

Descriptors: Exceptional Child Research; Handicapped Children;* Preschool Education; Intelligence Quotient;* Child Development;* Socioeconomic Influences;* Student Evaluation;

Investigated was the relationship between intelligence and global development in 87 preschoolers considered "at risk" by parents, nursery school teachers, and diagnostic nursery staff. Assessments were made of the child's major problem area; socioeconomic and familial factors; speech and motor development; participation, attendance, and improvement in the preschool program; and level of intellectual functioning. Findings revealed significant correlations between full scale IQ and the following variables: socioeconomic status, gross assessment of speech and motor development, perceived improvement in the preschool program, and perceived problem of slow development. (CL)

ABSTRACT 1947

EC 08 1947 ED N. A.
Publ. Date Apr 76 6p.
Labrentz, Erica
And Others.
Recognition and Reproduction of Bender-Gestalt Figures: A Developmental Study of the Lag Between Perception and Performance.
Psychology in the Schools; V13 N2 P128-133 Apr 76

Descriptors: Research Projects; General Education;* Preschool Education; Primary Education; Standardized Tests;* Prediction; Reprography; Freehand Drawing; Visual Perception;* Child Development; Performance Tests;*

Identifiers: Bender-Gestalt Test;

To assess the lag between perception and performance, results of a Bender-Gestalt copying task and a multiple choice matching version employing four systematically varied stimulus attributes were compared for 132 preschool and primary level children. The correlation coefficients obtained for the total reproduction and the total recognition scores were significant for all age groups except the 8-year-old. The multiple choice version was found to be as successful as the reproduction task in predicting reading achievement scores. (CL)

ABSTRACT 1917

EC 08 1917 ED N. A.
Publ. Date 76 2p.
Schoenwetter, C. D.
A Pediatrician Looks at Preschool Screening.
Bureau Memorandum; V17 N2 P3-4 1976

Descriptors: Handicapped Children;* Medical Evaluation;* Screening Tests;* Identification;* Exceptional Child Education; Preschool Education; Physicians;

The author discusses problems (such as reinforcing the problem of deviancy) in using the medical model approach in preschool screening of developing or potential problems and suggests changes (including examining the child's competencies rather than his deficiencies) for more effective screening methods. (SB)

ABSTRACT 1852

EC 08 1852 ED N. A.
Publ. Date Mar 76 4p.
Neisworth, John T.
And Others.
Naturalistic Assessment of Neurological Diagnoses and Pharmacological Intervention.
Journal of Learning Disabilities; V9 N3 P149-152 Mar 1976

Descriptors: Behavior Problems;* Drug Therapy;* Standards;* Clinical Diagnosis;* Exceptional Child Services; Learning Disabilities; Preschool Education; Behavior Patterns; Observation;

To insure precautions in the prescription and surveillance of drug treatment of children with learning or behavioral problems, certain minimal standards are proposed: translation of the clinical diagnosis into measurable naturalistic behaviors; collection of data by parents and teachers on behaviors to determine severity of the syndrome; situational validation or disconfirmation of the clinical diagnosis; and when indicated, formative assessment of drug treatment. The use of these four standards is illustrated with a preschooler for whom the resulting data permitted reconsideration of the clinical diagnosis and the planned drug treatment. (Author/DB)

ABSTRACT 1847

EC 08 1847 ED N. A.
Publ. Date Spr 76 5p.
Neel, Richard S.
A Psychometric Investigation of Identification of Children with Academic Difficulties.
Journal of Special Education; V10 N1 P91-95 Spr 1976

Descriptors: Learning Disabilities;* Psychological Characteristics;* Intelligence Quotient;* Identification;* Exceptional Child Research; Primary Grades; Language Ability; Auditory Perception; Visual Perception; Student Evaluation;

A group of 120 children with academic difficulties were studied to determine specific subpopulations by use of psychometric measures. The Ss, clinically identified as having academic difficulties, came from the Switzer Center for Educational Therapy and were selected by age (6-9) and IQ scores. Staff psychologists administered the Wechsler Intelligence Scale for Children (WISC), Illinois Test of Psycholinguistic Abilities,* Frostig Developmental Test of Visual Perception, and Wepman Auditory Discrimination to Ss, who were then classified into groups according to certain variables. Their scores were factor analyzed to determine whether or not specific identifying variables could be determined. Four factors were found: intelligence, visual, language, and auditory. Performance and verbal scores on the WISC did not seem to differentiate specific subpopulations of children with academic difficulties. (Author/DB)

ABSTRACT 1793

EC 08 1793 ED N. A.
Publ. Date Ma/Ap76 3p.
Miller, Peter G.
Vision Screening for Migrant Children.
Children Today; V5 N2 P6-7 36 Mar/Apr 76

Descriptors: Exceptional Child Services; Disadvantaged Youth;* Visually Handicapped;* Preschool Education; Elementary Secondary Education; Screening Tests;* Migrant Children;* Health Services; Delivery Systems; Federal Programs; Program Descriptions; Information Systems;

A federally funded project has provided vision screening for more than 8,000 preschool and school-aged migrant children in northern California. The screening revealed that of the approximately 11% of the preschoolers with ocular problems requiring further evaluation, 28% were treated and the remainder identified for future examination. An effective followup system to monitor the vision screening and treatment has been initiated in a computer system which maintains health and medical information for more than 444,000 migrant children in the US. (CL)

ABSTRACT 1765

EC 08 1765 ED N. A.
Publ. Date Apr 75 4p.
Dopheide, William R.
Dallinger, Jane R.
Preschool Articulation Screening by Parents.
Language, Speech, and Hearing Services in Schools; V7 N2 P124-127 Apr 1976

Descriptors: Articulation (Speech);* Screening Tests;* Parent Role;* Exceptional Child Research; Speech Handicapped; Preschool Education;

Investigated was the performance of parents in administering a screening test of articulation development to 73 children (4-6 years old). Results of administration of the Denver Articulation Screening Exam by parents were compared to results obtained by aides or speech and hearing clinicians. Analysis revealed that 82% of the no error, parent recorded responses were in complete agreement with the aide or clinician assessment, but that agreement between parent error reports and the aide or clinician assessment was poor. Findings indicated that parents can be used with some effectiveness in screening the speech sound development of their preschool chidlren, but that when parents report errors the child should be rescreened by an aide or clinician. (LS)

ABSTRACT 1759

EC 08 1759 ED N. A.
Publ. Date Apr 76 5p.
Hirshoren, Alfred
Ambrose, William R.
The Wepman Auditory Discrimination Test and Southern Piedmont Children.

Language, Speech, and Hearing Services in Schools; V7 N2 P86-90 Apr 1976

Descriptors: Auditory Perception;* General Education;* Dialects;* Test Validity;* Regional Dialects;* Exceptional Child Research; Primary Education;

Identifiers: Wepman Auditory Discrimination Test;* Georgia;

Thirty Black and 30 White primary Children from the Piedmont area of northeast Georgia were administered the Wepman Auditory Discrimination Test (ADT) to determine the utility of the ADT with children from that area and the effects of regional dialect on the auditory discrimination of the Ss. It was found that Ss, regardless of race, made more errors in auditory discrimination than would be anticipated from the norms provided by the ADT. (LS)

ABSTRACT 1739

EC 08 1739 ED N. A.
Publ. Date Win75/76 3p.
Doster, Mildred E.
School Vision Screening.

Sight-Saving Review; V45 N4 P168-170 Win 75/76

Descriptors: Visually Handicapped;* Screening Tests;* School Role;* Exceptional Child Education; Exceptional Child Services; Elementary Secondary Education; Preschool Education; Identification; Remediation;

Routine school vision screening is important for the detection and remediation of vision problems in children. Suggestions for more effective screening include the establishment of standardized testing procedures and the national promotion of screening programs. (SB)

ABSTRACT 1702

EC 08 1702 ED 119450
Publ. Date Jun 75 100p.
Greenstein, Jules M.
Methods of Fostering Language Development in Deaf Infants.
Lexington School for the Deaf, New York, New York.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Exceptional Child Research; Aurally Handicapped; Deaf;* Preschool Education; Auditory Training;* Language Development;* Parent Child Relationship; Interaction; Mothers; Parent Influence;* Intervention; Program Effectiveness; Electromechanical Aids;* Language Tests; Parent Education; Longitudinal Studies;

Identifiers: Final Reports;

Thirty deaf children admitted to an auditory training program before age 2 were studied longitudinally to age 40 months in an investigation of the effectiveness of early intervention, the relationship between mother-child interaction and language acquisition, and the effectiveness of new devices developed for auditory training. Among findings were that Ss admitted prior to 16 months showed greater language competence and that Ss' mothers with better language skills were less coercive and more sensitive and accepting to their children. Affective aspects of mother-infant interaction were more highly correlated with the child's language acquisition than were technical aspects of the mother's language. Devices developed to reinforce vocalization and to stimulate receptive language in Ss from deaf homes included a sound activated mobile and a Teddy bear. Problems such as technical difficulties and insufficient child interest led to the conclusion that the devices were of limited value. Subsequent experiments which provided direct auditory and speech training services to deaf parents seemed more promising. (Appendixes include the Lexington Preschool Oral Language Assessment, Mother-Infant Communication Rating Scales, and diagrams of the auditory training devices.) (LS)

ABSTRACT 1648

EC 08 1648 ED N. A.
Publ. Date 76 342p.
Wing, Lorna, Ed.
Early Childhood Autism: Clinical, Educational and Social Aspects. Second Edition.
Pergamon Press, Fairview Park, Elmsford, NY 10523 ($9.50)

Descriptors: Exceptional Child Education; Autism;* Early Childhood; Research Reviews (Publications); Etiology;* Teaching Methods;* Psychology;* Textbooks; Clinical Diagnosis; Communication Problems; Case Studies; Perceptual Motor Coordination; Remedial Instruction; Cognitive Development;* Social Development; Mentally Handicapped; Medical Treatment; Services;

Presented is a text of 12 chapters on early childhood autism in which the authors share the view that early childhood autism and related conditions result from a basic disturbance of cognitive development with effects which include language and communication abnormalities and a variety of secondary behavioral and emotional problems. Clinical and psychological aspects are covered in Part 1 with chapters on the history of Kanner's syndrome (J. Wing); diagnosis, clinical description, and prognosis (including appended case histories of three young autistic adults) (L. Wing); epidemiology and theories of etiology (L. Wing); language, communication and the use of symbols (D. Rieks and L. Wing); coding and the sense modalities (B. Hermelin); and motor, perceptual motor, and intellectual disabilities of autistic children (M. Demyer). Included in Part 2 on education, management, and services are chapters on the following topics: the principles of remedial education for autistic children (L. Wing); an approach to teaching cognitive skills underlying language development (J. Taylor); the severely retarded autistic child (J. Carr); medical management (J. Corbett); and the provision of services (J. Wing and L. Wing). (SB)

ABSTRACT 1645

EC 08 1645 ED N. A.
Publ. Date Sum 75 7p.
Cartwright, Carol A.
Cartwright, G. Phillip.
Competencies for Prevention of Learning Problems in Early Childhood Education.
Educational Horizons; V53 N4 P151-157* Sum 75

Descriptors: Exceptional Child Education; Learning Disabilities;* Early Childhood; Prevention; Teacher Role; Teacher Qualifications;* Models;* Identification;* Diagnostic Teaching;*

Identifiers: Competencies (Teacher);

Two decision models--an identification model and a diagnostic teaching model--are suggested which indicate the set of teacher competencies, as well as the procedures for implementing those competencies necessary to prevent learning problems in early childhood. Objectives (such as screening all children in regular classroom programs for deviations and selecting techniques for effective classroom management) are outlined and discussed and flow charts are provided for each of the two models. (SB)

ABSTRACT 1626

EC 08 1626 ED N. A.
Publ. Date Jan 76 15p.
Hunt, J. McVicker.
The Utility of Ordinal Scales Inspired by Piaget's Observations.
Merrill-Palmer Quarterly; V22 N1 P31-45 Jan 76

Descriptors: General Education;* Child Development; Infancy; Early Childhood; Rating Scales;* Cognitive Development;* Research Reviews (Publications); Evaluation Methods;* Sequential Approach; Maturation;

Discussed is the use of sequential ordinal scales inspired by J. Piaget as a means of assessing intellectual and motivational development in infancy and early childhood. Previous research is cited in the following areas: cross sectional ordinality and sequential longitudinal order, invariance of sequential order across rearing conditions, generality of development across the several branches, variations in ages of achieving behavioral landmarks, generality of advances across branches, development and experience, sensorimotor competencies and emotion, and the nature of the various transformations. It is concluded that sequential order scales for the various branches of psychological development can be helpful in reducing ignorance of infant and early childhood development. (SB)

ABSTRACT 1625

EC 08 1625 ED N. A.
Publ. Date Jan 76 20p.
Wachs, Theodore.
Utilization of a Piagetian Approach in the Investigation of Early Experience Effects: A Research Strategy and Some Illustrative Data.
Merrill-Palmer Quarterly; V22 N1 P11-30 Jan 76

Descriptors: Research Projects; General Education;* Infancy;* Observation;* Cognitive Development;* Child Development; Stimulation;* Environmental Influences; Theories; Research Design;

Identifiers: Piaget (Jean);*

A study involving 39 infants (1 year old at the time of inclusion) was conducted to illustrate the utility of research based on the theories of J. Piaget. Ss were observed semimonthly in their homes for 45-minute periods until they either dropped out of the study or reached the age of 2 years. Observational ratings on the physical stimulation parameters of the Purdue Home Stimulation Inventory were correlated with ratings made every 3 months on a Piaget-based infant scale which measures the child's level of cognitive development. Preliminary results showed developmental patterns relating specific classes of environmental stimulation to the development of specific cognitive-intellectual abilities. (SB)

ABSTRACT 1624

EC 08 1624 ED N. A.
Publ. Date Jan 76 8p.
Uzgiris, Ina C.
Infant Development From a Piagetian

Approach: Introduction to a Symposium.
Merrill-Palmer Quarterly; V22 N1 P3-10 Jan 76

Descriptors: General Education;* Child Development;* Infancy;* Theories;* Intelligence Tests;* Prediction; Cognitive Development;* Intelligence Level;

Identifiers: Piaget (Jean);*

The paper provides a general discussion of J. Piaget's approach as it applies to child development and infancy tests of intelligence. The author addresses four issues: the incompatibility between Piagetian terms and psychometric orientations in evaluating the performance of infants; the failure of Piaget's theory to concern itself with individual differences; the kinds of predictions that Piaget's theory makes as related to the prediction of individual intellectual functioning; and the question of which research strategy to employ in better understanding infant development. (SB)

ABSTRACT 1621

EC 08 1621 ED N. A.
Publ. Date Spr 76 12p.
Bergan, John R.
Tombari, Martin L.
Consultant Skill and Efficiency and the Implementation and Outcomes of Consultation.
Journal of School Psychology; V14 N1 P3-14 Spr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Primary Education; School Psychologists;* Counselor Evaluation;* Problem Solving;* Identification;* Qualifications; Success Factors;* Prediction;

A study involving 806 children (from kindergarten to grade 3) referred for psychological services was conducted to investigate the consultant services rendered by 11 school psychologists (who had participated in a consultant training program) to teachers. Success in achieving stated problem solving goals was analyzed using predictor variables measuring consultant efficiency, interviewing skills, and flexibility in applying psychological principles. Results indicated that the predictor variables exerted maximum impact on the initial problem identification phase of the problem solving process. Consultants lacking in skills failed to identify consultee problems and, as a result, never reached the stage of plan development and implementation. Consultants successful in identifying problems were almost invariably able to solve those problems. (Author/SB)

ABSTRACT 1610

EC 08 1610 ED N. A.
Publ. Date Spr 76 6p.
Thompson, Robert J., Jr.
Schindler, Francis H.
Embryonic Mania.
Child Psychiatry and Human Development; V6 N3 P149-154 Spr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Hyperactivity;* Psychosis;* Early Childhood; Etiology;* Clinical Diagnosis; Case Studies;*

Identifiers: Mania (Embryonic);*

A case of a 5-year-old boy, originally thought to be hyperactive, is presented as evidence for the existence of an embryonic stage of mania. The authors contend that it is unlikely that hyperactivity in general is a childhood form of manic-depressive disorder, but that included in those children considered to be hyperactive may be youngsters exhibiting an embryonic form of mania. The clinical and research necessity for differentiating between hyperactivity and embryonic mania is stressed. (Author)

ABSTRACT 1594

EC 08 1594 ED N. A.
Publ. Date Mar 76 3p.
Nugent, James H.
A Comment on the Efficiency of the Revised Denver Developmental Screening Test.
American Journal of Mental Deficiency; V80 N5 P570-572 Mar 1976

Descriptors: Mentally Handicapped;* Standardized Tests;* Testing Problems;* Screening Tests;* Exceptional Child Research; Preschool Education; Infants; Identification;

Identifiers: Revised Denver Developmental Screening Test;

The efficiency of the Revised Denver Developmental Screening Test (RDDST), an easily administered measure of four areas of infant and preschool development, was evaluated using an estimate of the base rate of mental retardation in the screening population. Results indicated that the RDDST is relatively inefficient in detecting preschool children with IQs below 70. (Author/CL)

ABSTRACT 1575

EC 08 1575 ED N. A.
Publ. Date 74 190p.
Gerwin, Kenneth S., Ed.
Glorig, Aram, Ed.
Detection of Hearing Loss and Ear Disease in Children.
Charles C Thomas, 301-327 E. Lawrence Ave., Springfield, IL 62717 ($12.50)

Descriptors: Exceptional Child Services; Exceptional Child Research; Aurally Handicapped; Hard of Hearing;* Early Childhood; Hearing Loss;* Diseases;* Aural Learning; Etiology;* Auditory Evaluation;* Identification;* Screening Tests;* Medical Evaluation;

Identifiers: Callier Study;*

Intended for otolaryngologists, pediatricians, audiologists, and school nurses, the book provides 20 author- contributed chapters on ear disease, the detection of hearing loss, and the Callier study which involved examining 811 4-year-old children for hearing loss and ear disease. Papers on the background of ear disease and hearing loss detection have the following titles and authors: "Auditory Deprivation and Learning" (J. Stewart), "Review of Literature for Causes of Ear Disease in Children" (K. Gerwin), "Identification Audiometry" (R. Hood and L. Lamb), "Hearing Conservation" (A. Glorig and K. Gerwin), "Background of Verbal Auditory Screening for Children" (B. Ritchie), "Review of the Literature--Verbal Auditory Screening for Children" (B. Ritchie). The Callier study is reported in the following papers: "Introduction, Protocol, and Data Collection Forms" (K. Gerwin); "Selection of Subjects and Audiology" (N. Goode); "Otological Examination" (K. Gerwin); "Some Thoughts on Statistical Analysis" (C. Read); "Verbal Auditory Screening for Children" (A. Glorig); "Use of Medical Questionnaire to Identify Hearing Loss" (K. Gerwin and C. Read); "The Medical History in Identifying Hearing Loss" (K. Gerwin and C. Read); "Pure Tone Sweepcheck as an Indicator of the Pure Tone Threshold Test" (A. Glorig); "The Pure Tone Threshold Test" (A. Glorig); "Ear Pathology and Hearing Loss" (K. Gerwin and C. Read); "Physical Characteristics that are Possible Predisposing Causes of Ear Disease and Hearing Loss" (K. Gerwin and C. Read); "Causes of Ear Disease in the Callier Study" (K. Gerwin and C. Read); "Comparison of the Screening Tests with the Diagnostic Studies" (K. Gerwin); and "Summary and Recommendations" (K. Gerwin and A. Glorig). (DB)

ABSTRACT 1538

EC 08 1538 ED N. A.
Publ. Date Win 75 13p.
Forness, Steven R.
Esveldt, Karen C.
Prediction of High-Risk Kindergarten Children Through Classroom Observation.
Journal of Special Education; V9 N4 P375-387 Win 1975

Descriptors: Behavior Problems*; Learning Difficulties*; Prediction*; Observation*; Behavior*; Exceptional Child Research; Emotionally Disturbed; Primary Education; Teacher Attitudes; Student Evaluation;

Ninety-four kindergarten children were included in a study to determine whether children identified as "high risk" on the basis of their observable classroom behavior at the beginning of the school year were also the same children whom teachers saw as having problems later in the year. During observation periods in October and later in the school year, observers recorded students' behavior in four categories (verbal positive, attend, not attend, and disrupt), and teachers rated children individually in three areas (reading readiness and language development, relationships with other children, and attitude toward classroom rules). Correlation data indicated significant relationships between behavioral observations and later teacher ratings of classroom performance. Results further indicated that although the "attending" category accounted for most of the variance in observable behavior, disruptive behavior was also crucial to teacher perceptions. (Author/SB)

ABSTRACT 1534

EC 08 1534 ED N. A.
Publ. Date Feb/Mar76 11p.
Becker, Sheila.

Initial Concern and Action in the Detection and Diagnosis of a Hearing Impairment in the Child.
Volta Review; V78 N2 P105-115 Feb/Mar 1976

Descriptors: Deaf*; Parents*; Family Characteristics*; Identification*; Exceptional Child Research; Aurally Handicapped; Early Childhood;

A preliminary study was conducted with parents of 10 hearing impaired children (4-7 years old) to explore the hypothesis that there are family characteristics that distinguish earlier and later detectors of deafness in a child. It was found that parents who detected earlier centered on the hearing loss as the basis for their concern. Those who detected later were alarmed by the language delay and the resulting communication problems. Although all the parents denied the loss initially, those who detected the loss earlier perceived the child's disability more realistically and adjusted their techniques and expectations to the child's rather than their own needs. (Author)

ABSTRACT 1533

EC 08 1533 ED N. A.
Publ. Date Feb/Mar76 10p.
Levin, Susan.
Erber, Norman P.
A Vision Screening Program for Deaf Children.
Volta Review; V78 N2 P90-99 Feb/Mar 1976

Descriptors: Deaf*; Screening Tests*; Vision Tests*; Exceptional Child Research; Multiply Handicapped; Aurally Handicapped; Partially Sighted; Early Childhood Education; Elementary Secondary Education;

A school-wide vision screening program was conducted at Central Institute for the Deaf to identify correctable and uncorrectable visual abnormalities in 165 children (4-16 years old). Another purpose of the screening program was to evaluate a variety of simple vision tests that could be administered by nonmedical personnel, in order to assemble a test battery appropriate for screening children with limited language. Tests of distant and near visual acuity, binocular vision (depth perception and fusion), color vision, and peripheral vision were evaluated. Most of the tests were found to be useful in identifying visual deficiencies in hearing impaired children 4 years of age and older. (Author)

ABSTRACT 1499

EC 08 1499 ED N. A.
Publ. Date 74 238p.
Lagos, Jorge C.
Seizures, Epilepsy and Your Child: A Handbook for Parents, Teachers, and Epileptics of All Ages.
Harper and Row, 10 East 53rd St., New York NY 10022 ($7.95)

Descriptors: Exceptional Child Education; Special Health Problems; Epilepsy*; Seizures*; Infancy; Early Childhood; Etiology*; Medical Evaluation*; Medical Treatment*; Drug Therapy*; Incidence; Definitions; Prognostic Tests; Intelligence; Genetics; Parent Role; Social Adjustment; School Role; *Emotional Problems*;

Identifiers: Parent Materials*;

Intended for parents of epileptic children, the text is noted to provide a clear and realistic view of children's problems related to epilepsy and to dispel a number of misconceptions about the disorder. Twelve chapters are included which present information in question-answer form in the following areas: definition, incidence, and characteristics of epilepsy and seizures; etiology of epileptic and nonepileptic seizures; other conditions (such as breath- holding) which can resemble epilepsy; diagnosis; medical treatment and drug therapy; prognosis; the relationship between epilepsy and intelligence; hereditary factors; suggestions for parents in regard to seizures, sterilization, and management; the epileptic child and society; epilepsy and the school child; and behavioral and psychological problems. Appended are tables of drugs used in the treatment of seizures (including the name of the drug, type of seizure, preparations, and toxic effects), milestones of psychomotor development (from 1 month to 6 years), and the risk of epilepsy of centrencephalic origin for an individual with an affected sibling or parent. (SB)

ABSTRACT 1475

EC 08 1475 ED 119 402
Publ. Date Apr 75 19p.
Webster, C. D.
And Others.
Assessing Autistic Children: Discrimination Training and Simultaneous Communication Procedures.
Clarke Institute of Psychiatry, Toronto, Canada.
EDRS mf;hc
Presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April, 1975)

Descriptors: Autism*; Evaluation Methods*; Communication Skills*; Exceptional Child Research; Early Childhood; Childhood; Nonverbal Communication;

Identifiers: Communication Disorders*;

Procedures used during a 5-week assessment phase of a simultaneous communication program for five severely dysfunctional nonverbal children (5-9 years old) are described, and techniques for assessing autistic children are discussed. Indications from measuring the gestural communication of 5 dysfunctional Ss following communication training are noted to include that there was considerable variability among Ss' level of communication; that spontaneous communication lagged behind both receptive and reproductive communication; and that gestural communications involving verbs of action and nouns were the easiest to teach. A study involving eight autistic, eight normal, and eight retarded children is cited as an attempt to assess the children's ability to distinguish basic elements of human speech. Other assessment techniques are mentioned which involve the use of fading procedures, visual and then auditory stimulation, and microanalysis of body movement. (SB)

ABSTRACT 1471

EC 08 1471 ED N. A.
Publ. Date Mar 76 4p.
Frank, Tom.
Yes-No Test for Nonorganic Hearing Loss.
Archives of Otolaryngology; V102 N3 P162-165 Mar 76

Descriptors: Exceptional Child Research; Aurally Handicapped*; Early Childhood; Childhood; Adolescents; Auditory Tests*; Case Studies*;

Described are clinical findings in which the Yes-No Test was instrumental in determining the true organic hearing thresholds of three children (6, 9, and 14 years old) with nonorganic hearing losses. It is explained that the test employs a pure tone audiometric technique in which the child is instructed to say "yes" when he hears the tone, and "no" when he does not hear the tone. (LS)

ABSTRACT 1378

EC 08 1378 ED N. A.
Publ. Date Ja/Fe 76 2p.
Kryzaii, Frank T.
Detecting Speech Defects.
Day Care and Early Education; V3 N3 P11-12 Jan/Feb 76

Descriptors: Exceptional Child Education; Speech Handicapped*; Early Childhood*; Clinical Diagnosis*; Testing; Observation; Program Descriptions*; Identification*;

Described is a preschool diagnostic center project to identify speech defects in children (2 years 8 months to 5 years old). The program is noted to include examination of the child's basic functioning, language testing, testing of auditory and visual sequential memory, and observation of the child with other children in the center's playroom. (SB)

ABSTRACT 1363

EC 08 1363 ED 117 910
Publ. Date Mar 75 76p.
Child Find: Proceedings from a Conference.
National Association of State Directors of Special Education.
University of Kentucky, Lexington. National Coordinating Office for Regional Resource Centers.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc
Proceedings ($1.00)

Descriptors: Handicapped Children*; Conference Reports*; State Programs*; Identification*; Exceptional Child Education; Early Childhood Education; Clinical Diagnosis; Student Evaluation; Special Education; Screening Tests;

Identifiers: Child Find Programs;

Presented are seven papers delivered at the March, 1975 National Child Find conference sponsored by the Coordinating Office for Regional Resource Centers and the National Association of State

Directors of Special Education. The presentations describe identification, diagnostic, and evaluation programs for handicapped children in the following states: New Jersey (Project Child: A Special Education Early Childhood Identification Project); North Carolina (Count the Children); Maryland (Early Identification Sub-System of the Maryland Special Services Information System); Idaho (Idaho Child Find); Pennsylvania (COMPILE: Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children); Colorado (Early and Periodic Screening, Diagnosis and Treatment Program); and California (Whittier Area Comprehensive Plan for Special Education). Among five appendixes is a matrix of 26 child find systems with an accompanying address list of contact persons for each system. (CL)

ABSTRACT 1326

EC 08 1326 ED N. A.
Publ. Date 74 538p.
Knobloch, Hilda, Ed.
Pasamanick, Benjamin, Ed.
Gesell and Amatruda's Developmental Diagnosis: The Evaluation and Management of Normal and Abnormal Neuropsychologic Development in Infancy and Early Childhood. Third Edition.
Harper and Row, 10 East 53rd St., New York, NY 10022 ($16.50)

Descriptors: Exceptional Child Research; Handicapped Children*; Infancy; Early Childhood; Child Development*; Evaluation Methods; Growth Patterns; Physical Development; Medical Evaluation*; Behavior Patterns*; Physiology; Motor Development; Neurology;

The third edition of the text examines diagnosis of normal and abnormal development in infancy and early childhood. Part I, providing an overview of early child development, outlines basic principles and methods. Behavior patterns and developmental assessment procedures are reviewed. A lengthy chapter on the stages of development integrates the developmental tests, behavior characteristics, and growth trends for the first 4 years of life. Part II, concerned with defects and deviations in development, covers mental subnormality caused by brain disease and environmental retardation; neuromotor dysfunction; minimal brain dysfunction; low birth weight in infancy; convulsive seizure disorders; communication disorders; visual disorders; and autistic, psychotic, and other disturbed behaviors. Part III deals with methods of protecting early child development through private medical practice and public health measures. Lengthy appendixes contain information on various developmental test procedures, a growth trend chart, and discussion of examination equipment and audiovisual aids. (For the second edition, see EC 05 1554.) (CL)

ABSTRACT 1282

EC 08 1282 ED N. A.
Publ. Date Feb 76 5p.
Chamberlin, Robert W.
The Use of Teacher Checklists to Identify Children at Risk for Later Behavioral and Emotional Problems.
American Journal of Diseases of Children; V130 N2 P141-145 Feb 76

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Behavior Problems*; Preschool Education; Elementary Education; Check Lists*; Behavior*; Teachers*; Physicians*; Followup Studies; Rating Scales; Prediction*;

Measures of child behavior based on teacher checklists have been shown to be reliable and valid indicators of a child's current school functioning. Such measures, however, are not very accurate predictors of behavior in other settings, or of the development of future behavior problems; they should not be used to label a child as "high risk." The primary care physician could help the teacher decide which children to refer for more thorough evaluation by providing the teacher with information on the child's development and neurologic status, home behavior, and family situation. Followup studies suggest that many behavioral disturbances seen in preschool settings are transient situational disturbances that could be adequately managed through use of behavior modification techniques or simply through the passage of time. (Author)

ABSTRACT 1252

EC 08 1252 ED 117900
Publ. Date Feb 76 13p.
Mazzullo, Mariann C.
Procedures Used in Child Find Activities.
EDRS mf;hc
Presented at a workshop for SEIMC Child-Find consultants, State Education Department Conference (Albany, New York, February, 1976)

Descriptors: Handicapped Children*; Guidelines*; Information Dissemination*; Identification*; Exceptional Child Education; Preschool Education; Community Programs; Program Administration; Agencies; Parents; Health Facilities; Referral; Publicize*;

Identifiers: Child Find;

Presented is an outline of procedures to use in child-find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical community agencies, therapeutic nurseries, day care centers, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to announce a new preschool learning center. (LS)

ABSTRACT 1240

EC 08 1240 ED N. A.
Publ. Date Win 74 5p.
Proger, Barton B.
California Preschool Social Competency Scale.
Journal of Special Education; V8 N4 P391-395 Win 1974
Test Review No. 17.

Descriptors: General Education*; Interpersonal Competence*; Social Development*; Behavior Rating Scales*; Evaluation*; Exceptional Child Education; Preschool Education; Test Validity; Test Reliability;

Reviewed is the California Preschool Social Competency Scale (CPSCS), intended for use with children 2 years 6 months through 5 years 6 months of age. The scale is described as intended for use by teachers or others well acquainted with the child. The CPSCS is judged to be one of the better developed rating scales though the lack of guidelines for interpretation is noted. Given are results of validity and reliability studies, the item development process, and ordering information. (DB)

ABSTRACT 1237

EC 08 1237 ED N. A.
Publ. Date Win 74 7p.
Camp, Bonnie W.
Zimet, Sara G.
The Relationship of Teacher Rating Scales to Behavior Observations and Reading Achievement of First-Grade Children.
Journal of Special Education; V8 N4 P353-359 Win 1974

Descriptors: General Education*; Student Evaluation*; Behavior Rating Scales*; Reading Ability*; Teachers*; Exceptional Child Research; Primary Education; Observation;

Teacher ratings of classroom behavior were compared with ratings by independent observers and with reading achievement in two first-grade classrooms containing 45 students. Teachers differed significantly in reporting negative behavior but reported similar amounts of positive behavior in their classes. Positive classroom behavior reported by teachers, the lack of off-task behavior reported by observers, mental age, and measures of reading achievement were highly interrelated. Results suggested that teachers may have similar standards for judging positive behavior, even though they differ in evaluating negative behavior. Further, behavior and learning appeared related to whether the behavior was compatible with staying on-task, not to whether the behavior was deviant. (Author)

ABSTRACT 1134

EC 08 1134 ED N. A.
Publ. Date 75 396p
Cowen, Emory L.
And Others
New Ways in School Mental Health. Early Detection and Prevention of School Maladaptation.
Human Sciences Press, (Subsidiary of Behavioral Publications, Inc.), 72 Fifth Ave., New York, NY 10011 ($14.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed*;

Adjustment Problems*; Primary Education; Identification*; Prevention*; Program Descriptions*; Mental Health*; Public Schools; Program Design; Program Development; Case Studies;

Presented in narrative form are the concepts underlying the Primary Mental Health Project (PMHP) for early identification and prevention of school maladaptation in primary grade children. Included are chapters on some problems of the mental health fields; an overview of PMHP; early detection and prevention procedures of PMHP; the use of nonprofessional aides; the preparation for expansion from an isolated pilot demonstration project to a systemwide approach in multiple settings; basic project elements; PMHP's current structure; PMHP's research efforts and findings; case histories of some of the children served by PMHP; reactions of principals, teachers, parents, and aides to the project; guidelines for setting up a PMHP; and an epilogue with a summary of PMHP's evolution, its specific components, cost considerations, broader implications, and the future of PMHP. Appended are guidelines for the AML (aggressiveness, moodiness, learning problems) scale, guidelines for the teacher referral form, and a list of 55 PMHP-defining activities. (SB)

ABSTRACT 1084

EC 08 1084 ED N. A.
Publ. Date Aug 75 16p.
Cohen, Michael W.
Enuresis.
Pediatric Clinics of North American; V22 N3 P545-560 Aug 75

Descriptors: Exceptional Child Education; Special Health Problems*; Early Childhood; Childhood; Etiology*; Evaluation Methods*; Hygiene*; Psychology; Physiology;

Identifiers: Enuresis*;

The etiology of enuresis is discussed and methods of evaluating and managing the problem are offered. Causes are divided into three categories: organic, developmental delay, and psychological. Therapeutic evaluation is seen to include review of the enuretic, past medical and other symptomological histories; complete physical examination; and laboratory investigation. Described are such forms of management as reassurance, medication, conditioning devices, counseling and psychotherapy, bladder training, and neurological instrumentation. (SB)

ABSTRACT 1076

EC 08 1076 ED N. A.
Publ. Date Jan 76 5p.
Forness, Steven.
And Others.
Follow-Up of High-Risk Children Identified in Kindergarten Through Direct Classroom Observation.
Psychology in the Schools; V13 N1 P45-49 Jan 76

Descriptors: Exceptional Child Research; Learning Disabilities*; Primary Education; Followup Studies*; Observation*; Behavior*; Prediction*; Identification*; Teachers; Rating Scales;

Identifiers: Informal Assessment*;

From a prior kindergarten population sample, 61 first grade students were involved in a followup study to determine the validity of observable classroom behavior evaluations in predicting educational risk. Teacher ratings and individual achievement test scores at followup for the children originally classified into four behavioral clusters (ranking in order from one to four according to degree of educational risk) showed that the nonrisk cluster continued to do well, while high risk children were doing poorly in some areas, and that children in a cluster originally viewed as nonrisk were also having difficulty in school. (SB)

ABSTRACT 1074

EC 08 1074 ED N. A.
Publ. Date Jan 76 2p.
Kaplan, Harriett E.
Alatishe, Moses.
Comparison of Ratings by Mothers and Teachers on Preschool Children Using the Vineland Social Maturity Scale.
Psychology in the Schools; V13 N1 P27-28 Jan 76

Descriptors: Research Projects; General Education*; Preschool Education; Teachers*; Mothers*; Rating Scales*; Social Development*;

Mothers' ratings of their 20 preschool children on the Vineland Social Maturity Scale were compared with nursery school teachers' ratings of the same children. Results showed that mothers' and teachers' rating differed significantly with the mothers consistently reporting higher social quotients than the teachers. (SB)

ABSTRACT 1055

EC 08 1055 ED N. A.
Publ. Date 76 413p.
Lewis, Michael, Ed.
Origins of Intelligence: Infancy and Early Childhood.
Plenum Publishing Corporation, 227 W. 17th St., NY NY 10011 ($17.50)

Descriptors: Exceptional Child Education; General Education*; Infancy*; Early Childhood*; Intelligence Quotient; Intelligence Level*; Intelligence Tests*; Historical Reviews; Biological Influences*; Social Influences*; Cognitive Development*; Affective Behavior*; Prenatal Influences; Stimulation; Cross Cultural Studies; Socioeconomic Status; Motivation;

Thirteen papers explore infant and early childhood intelligence from a variety of perspectives -- biological, social, cognitive, and affective. Papers have the following titles: "What Do We Mean When We Say 'Infant Intelligence Scores'? A Sociopolitical Question" (M. Lewis), "A History of Infant Intelligence Testing" (J. Brooks and M. Weinraub); "Value and Limitations of Infant Tests -- An Overview" (M. Honzik); "Toward an Epigenetic Conception of Mental Development in the First Three Years of Life" (R. McCall); "Organization of Sensorimotor Intelligence" (I. Uzgiris); "An Evolutionary Perspective on Infant Intelligence -- Species Patterns and Individual Variations" (S. Scarr-Salapatek); "Early Learning and Intelligence" (J. Watson); "Environmental Risk in Fetal and Neonatal Life and Measured Infant Intelligence" (J. Hunt); "Understanding 'Why' -- Its Significance in Early Intelligence" (M. Blank and D. Allen); "Cross Cultural Studies of Infant Intelligence" (F. Rebelsky and P. Daniel); "Social Class and Infant Intelligence" (M. Golden and B. Birns); "Looking Smart -- The Relationship between Affect and Intelligence in Infancy" (J. Haviland); "The Interplay between Cognition and Motivation in Infancy" (L. Yarrow and F. Pedersen). (DB)

ABSTRACT 1030

EC 08 1030 ED N. A.
Publ. Date Oct 75 10p.
Prior, Margot.
And Others.
The Classification of Childhood Psychoses by Numerical Taxonomy.
Journal of Child Psychology and Psychiatry; V16 N4 P321-330 Oct 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Psychosis*; Early Childhood; Childhood; Classification*; Checklists; Etiology*; Age Differences;

A group of 162 psychotic children (3 1/2-13 years old) was classified using a form of numerical taxonomy based on case history data supplied by parents on the Rimland Diagnostic Checklist. Ss were grouped into two classes: class 1, with early onset psychosis, numerous withdrawal and aloneness symptoms, and impaired communication; and class 2, with later onset and more heterogeneous symptoms. The finding that the two classes differed significantly on 29 of the 67 attributes supported a childhood psychosis classification system in terms of age of onset. (SB)

ABSTRACT 984

EC 08 0984 ED N. A.
Publ. Date Apr 75 7p.
Sower, Ruth.
Covert, Robert.
Identifying Preschoolers with Special Needs: A County-Wide Project to Help Plan Future Special Services in the Public Schools.
Education and Training of the Mentally Retarded; V10 N2 P84-90 Apr 1975

Descriptors: Handicapped Children*; Community Surveys*; Identification*; Exceptional Child Research; Preschool Education; Statistical Data;

A county-wide survey of preschool handicapped children was conducted by means of contact with agencies, professionals, and parents. Mental retardation was found to be the largest single reported category of the 249 handicapped preschoolers identified. The results suggested that this method of data collection should be a part of a larger program to represent the total population effectively. (Author/CL)

ABSTRACT 904

EC 08 0904 ED N. A.
Publ. Date Jan 76 4p.
Schwartz, Arthur H.
Daly, David A.
Some Explicit Guidelines for Constructing and Scoring Elicited Imitation Tasks.
Language, Speech, and Hearing Services in Schools; V7 N1 P33-40 Jan 1976

Descriptors: Handicapped Children*; Expressive Language*; Evaluation Methods*; Imitation*; Language Tests*; Exceptional Child Education; Early Childhood; Childhood; Sentences; Syntax;

Discussed are the construction and scoring of elicited imitation tasks, a sentence repetition procedure which can be used to obtain information about a child's syntactic abilities. The author describes the nature of the elicited imitation procedure, presents a rationale for its use, specifies which grammatical structures need to be assessed, outlines procedures for scoring, and suggests applications for the formulation and evaluation of remedial programs. (LS)

ABSTRACT 902

EC 08 0902 ED N. A.
Publ. Date Jan 76 11p.
Chappell, Gerald E.
Johnson, Gayl A.
Evaluation of Cognitive Behavior in the Young Nonverbal Child.
Language, Speech, and Hearing Services in Schools; V7 N1 P17-27 Jan 1976

Descriptors: Retarded Speech Development*; Cognitive Development*; Evaluation Criteria*; Behavior Patterns*; Object Manipulation*; Exceptional Child Education; Early Childhood; Maturation; Evaluation Methods;

Identifiers: Communication Disorders*;

Three developmental levels of children's behavioral responses to common objects are described and their application in evaluation of the cognitive behavior of the young nonverbal child is explained. Examples of behavior patterns at each level are provided, and an approach to promote the child's cognitive response to familiar household objects is suggested. (Author/LS)

ABSTRACT 785

EC 08 0785 ED N. A.
Publ. Date 74 16p.
Hart, Verna.
Curriculum Development for 0-6 Years.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education*.

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Student Evaluation*; Infancy; Early Childhood; Curriculum Development*;

Identifiers: Informal Assessment;

Described are curriculum development principles for use with 0-to 6-year-old deaf blind children, and provided is a developmental checklist for gross motor, fine motor, perceptual, conceptual, emotional, communication, and self help skill development. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 755

EC 08 0755 ED 116384
Publ. Date 75 27p.
Gray, Mary Z., Ed.
What Are We Waiting For? The Problem Is Growing.
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf;hc
Conference on Early Intervention With High-Risk Infants and Young Children (University of North Carolina, Chapel Hill, N. C., May, 1974)

Descriptors: Handicapped Children*; Early Childhood Education*; Research Reviews (Publications)*; Intervention*; Demonstration Projects*; Exceptional Child Research; Infancy; Conference Reports; Identification; Educational Needs;

Reported are proceedings from a 1974 conference on early intervention with high risk infants and young children. Summarized are presentations on the following topics: relevant research (in areas such as mother/child interaction); eight demonstration projects (such as the Portage Project); case finding, screening, diagnosis, and tracking; the University of North Carolina's intervention programs; and the state of the art of early intervention. Listed are over 30 recommendations which were generated by conference committees in the following areas: education, pediatrics, nursing and rehabilitation, community development, parents, and research. (A list of conference participants is provided.) (LS)

ABSTRACT 736

EC 08 0736 ED N. A.
Publ. Date Dec 75 4p.
Lewis, Neil.
And Others.
Open-Ended Tympanometric Screening: A New Concept.
Archives of Otolaryngology; V101 N12 P722-725 Dec 75

Descriptors: Exceptional Child Research; Aurally Handicapped*; Special Health Problems; Early Childhood; Childhood; Screening Tests*; Auditory Evaluation*; Evaluation Criteria*; Test Reliability;

Identifiers: Tympanometry*;

Long and short term variations in the results of tympanometric screening were evaluated with 48 Australian aboriginal children (5-14 years old) who suffered an unusually high prevalence of serious otitis media and other middle ear diseases. Results with 10 Ss tested on each of five consecutive days revealed that the tympanometric status of ears changed frequently from day to day; and results with 38 Ss tested on two occasions, 2 months apart, revealed that in 32% of the untreated ears, the second tympanogram reversed the indications of the first. Findings indicated a need for open ended tympanometric screening on successive days for children in high risk populations. (LS)

ABSTRACT 675

EC 08 0675 ED N. A.
Publ. Date Nov 75 6p.
Harley, Randall K.
And Others.
Programmed Instruction in Orientation and Mobility for Multiply Impaired Blind Children.
New Outlook for the Blind; V69 N9 P418-423 Nov 1975

Descriptors: Blind*; Multiply Handicapped*; Programed Instruction*; Visually Handicapped Mobility*; Rating Scales*; Exceptional Child Research; Visually Handicapped; Early Childhood; Childhood; Teacher Developed Materials;

In a pilot study conducted to determine the feasibility of programed instruction in orientation and mobility with teachers of 9 multiply impaired blind children (4-11 years old), a scale was developed to identify skills needed for the development of a systematic program of instruction. Programmatic instruction was designed for each identified skill and field tested by five teachers of multiply impaired blind children during a 15-week period. Results showing significant gains in performance scores for a group of six multiply impaired blind children led to the conclusion that programed instruction in orientation and mobility was of value. A need for further research was indicated. (Author/SB)

ABSTRACT 660

EC 08 0660 ED 115 067
Publ. Date 74 43p.
Morrison, Jan.
Wood, J. Marcus.
To Find the Invisible Child: A Report on Casefinding.
Ohio State University, Columbus. Herschel W. Nisonger Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Preschool Education*; Program Descriptions*; Identification*; Exceptional Child Education; Handicapped Children; Parent Counseling; Professional Occupations;

Identifiers: Developmental Disabilities*; Developmentally Delayed Infant Education Project*; Casefinding Coordinator;

Presented are some casefinding approaches used in the Developmentally Delayed Infant Education Project (Ohio). Brief sections include information on the project's objectives and limits; the responsibilities, desired skills and competencies, and desired traits and attributes of casefinding coordinators; identification approaches (such as contacting social service agencies and medical facilities, reaching parents through the media, and mass screening); ways to handle initial contacts and testing in the home; ways

to handle parents of children accepted or denied acceptance into the program; and common parental concerns (such as cause of the child's delay). Among information appendixed are criteria for infant selection, general admission procedures, and guidelines for followup. (SB)

ABSTRACT 655

EC 08 0655 ED N. A.
Publ. Date Oct 75 10p.
Chase, Joan B.
Developmental Assessment of Handicapped Infants and Young Children: With Special Attention to the Visually Impaired.
New Outlook for the Blind; V69 N8 P341-349 364 Oct 1975

Descriptors: Handicapped Children*; Visually Handicapped*; Child Development*; Clinical Diagnosis*; Diagnostic Tests*; Exceptional Child Education; Exceptional Child Services; Infancy; Early Childhood; Evaluation Methods;

Identifiers: Informal Assessment;

To effectively plan for services for young visually and otherwise handicapped children, early objective, developmental assessments are necessary. Although caution must be exercised in their use, assessment measures for infants can help to prevent, ameliorate, or uncover the difficulties that the handicapped child might face. By using a battery of assessments, a profile of the child's abilities, strengths, weaknesses, and disabilities is yielded. Including in the article is a review of 12 widely used measures of developmental assessment, and a list of 12 measures prepared with specific disability groups in mind. (Author/SB)

ABSTRACT 652

EC 08 0652 ED N. A.
Publ. Date Oct 75 6p.
Bell, Victoria H.
An Educator's Approach to Assessing Preschool Visually Handicapped Children.
Education of the Visually Handicapped; V7 N3 P84-89 Oct 1975

Descriptors: Visually Handicapped*; Preschool Education*; Student Evaluation*; Teacher Role*; Evaluation Methods*; Exceptional Child Education; Educational Diagnosis;

Identifiers: Informal Assessment;

Intended primarily for the teacher of pre-school visually handicapped children, the article describes an approach to continuous, comprehensive assessment of a child's educational potential. Brief sections cover the topics of assessment environment, types of assessment, use of other professionals, areas of assessment, teacher designed assessment, and assessment results. The most comprehensive assessment a teacher can make is seen to include evaluation through formal assessment, parental interview, teacher observation, direct and diagnostic testing, and use of other professionals. (SB)

ABSTRACT 601

EC 08 0601 ED N. A.
Publ. Date 75 36p.
Hansen, Susan.
Getting a Headstart on Speech and Language Problems: A Guide for Preschool Teachers.
C. Louis Meyer Children's Rehabilitation Institute, 444 South 44th St., Omaha, NB 68131 ($1.25)

Descriptors: Exceptional Child Education; Speech Handicapped*; Language Handicapped*; Aurally Handicapped; Preschool Education; Teaching Guides*; Speech Skills*; Language Development*; Speech Therapy; Teaching Methods; Stimulation; Identification; Individual Activities;

Identifiers: Communication Disorders*;

Presented for preschool teachers are guidelines for meeting the needs of speech and language delayed children. Information is provided on the following topics: language development theory; the difference between speech and language; normal speech and language development (including a chart of language milestones from birth to 6 years); disorders of language (including a list of observable language behaviors and possible causes); when to refer to a speech pathologist; important things to remember about speech and language stimulation; and general rules of language stimulation. Described are six unstructured language lessons (such as scrapbooks), seven types of structured language lessons (such as for vocabulary building), and several speech lessons. Also included are information on stuttering and bilingual families, a sample of three days of language activities, and a list of 30 children's books to use in language stimulation. (LS)

ABSTRACT 589

EC 08 0589 ED 115 054
Publ. Date 75 8p.
Audio Visual Lending Library Resource List.
Meyer Children's Rehabilitation Institute, Omaha, Neb.
EDRS mf,hc

Descriptors: Multiply Handicapped*; Audiovisual Aids*; Resource Guides*; Diagnostic Tests*; Diagnostic Teaching*; Exceptional Child Education; Physically Handicapped; Cerebral Palsy; Mentally Handicapped; Learning Disabilities; Infancy; Early Childhood Education; Elementary Secondary Education; Language Instruction; Reading Difficulty; Self Care Skills;

Identifiers: Developmental Disabilities; Meyer Children's Rehabilitation Institute;

Presented is an audiovisual lending library resource list of nine slide-tape packages, 13 videotapes, three 16mm films, and six booklets concerning educational and assessment techniques applicable to children from infancy to adolescence with physical or mental handicaps, learning disabilities, or developmental disabilities. Included for most items are title, a brief description, suggested audience, length, and date of production or publication. Resources listed are usually available for public loan or purchase from the Meyer Children's Rehabilitation Institute (Omaha, Nebraska), and information is provided about prices and how to order. (LH)

ABSTRACT 573

EC 08 0573 ED N. A.
Publ. Date 75 134p.
Kalverboer, Alex Fedde.
A Neurobehavioural Study in Pre-School Children.
Spastics International Medical Publications, J. B. Lippincott Co., East Washington Square, Philadelphia, PA 19105 ($19.50)
Clinics in Developmental Medicine Series, No. 54.

Descriptors: Exceptional Child Research; Learning Disabilities; Neurologically Handicapped*; Early Childhood*; Observation*; Behavior Patterns*; Research Methodology*;

Identifiers: Free Field Observation;

Presented is a study aimed at providing appropriate techniques for studying the behavior of young children and explaining the relationships between behavior and neurological disorders. Chapter 1 provides an introduction on the aims of the study and difficulties in studying neurology and behavior. The method of free- field observation is discussed in Chapter 2 as it relates to behavioral and neurological assessment, the study of problem children, clinical application, and categories of behavior. Neurological and individual characteristics (such as age, birth rank, and home circumstances) of the 117 preschoolers observed during the study are described. Included in Chapter 4 are descriptions of the free-field study design and scoring procedures. It is noted in Chapter 5 (on the analysis of behavior) that consistency of behavior among Ss was low. Among results presented in Chapter 6 is that there was no fixed relationship between neurological condition and behavior, but that such relationships depended on the nature of the situation to which the child was exposed. In Chapter 7, a discussion of previous research covers such topics as animal studies, play behavior, and the concept of minimal brain dysfunction. Included in the appendixes are tables of statistical data from the study. (SB)

ABSTRACT 571

EC 08 0571 ED N. A.
Publ. Date Jan 76 4p.
LaVor, Martin.
Harvey, Jasper.
Headstart, Economic Opportunity, Community Partnership Act of 1974.
Exceptional Children; V42 N4 P227-230 Jan 1976

Descriptors: Handicapped Children*; Speech Handicapped*; Federal Legislation*; Definitions*; Identification*; Exceptional Child Education; Preschool Education; Incidence;

Identifiers: Project Head Start;

Reviewed are the provisions of the Headstart, Economic Opportunity, Community Partnership Act of 1974 which amended an earlier law to require that 10% of children enrolled in Head Start programs within each state be handicapped. Noted are provisions of the earlier P. L. 92-424 (1972) which mandated that 10% of Head Start children in the nation as a whole be handicapped. A table provides statistics on the distributions of the handicapped and total enrollment in Head Start by state (or geographical entity) for fiscal year 1974. Quoted are Congressional committee reports which suggest that children are being improperly classified as handicapped in order to meet the guidelines. Provided is the law's definition of speech problems which excludes such children as those speaking cultural ethnic dialects or a foreign language. (DB)

ABSTRACT 485

EC 08 0485 ED 115 039
Publ. Date Feb 75 125p.
Krus, Patricia H.
And Others.
Time with the Clock Unit: A Formative Evaluation.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 84.

Descriptors: Educable Mentally Handicapped*; Time*; Curriculum Evaluation*; Instructional Materials*; Exceptional Child Education; Mentally Handicapped; Early Childhood Education; Evaluation Methods;

Described are the results of a formative evaluation of the Time With A Clock unit involving evaluations by teachers and performance of 57 preprimary and primary class educable retarded students. The unit is said to comprise three sections: the clock (emphasizing the need for telling time and recognition of the clock and its purpose), time telling (including basic terms and introductory activities), and more time telling (focusing on more complex time procedures). The bulk of the document presents the following information for each section: description of the lessons' objectives, student performance data, teacher evaluations, and summarized comments from a teacher review board meeting. Among curriculum revisions cited are changes in material design, content, sequencing, and testing procedures. Included in five appendixes are a sample evaluation form and a description of the revised unit. (For related information, see EC 08 0489 and EC 08 0491.) (CL)

ABSTRACT 477

EC 08 0477 ED 115 031
Publ. Date 75 57p.
Polansky, Norman A.
And Others.
Profile of Neglect: A Survey of the State of Knowledge of Child Neglect.
Community Services Administration (DHEW), Washington, D. C.

EDRS mf;hc

Descriptors: Literature Reviews*; Definitions*; Etiology*; Exceptional Child Research; Intervention*; Disadvantaged Youth; Infancy; Early Childhood; Childhood; Research Reviews (Publications); Incidence; Identification; Prevention;

Identifiers: Neglected Children*;

Reviewed are recent literature and research on child neglect. Covered are the following topics (with subtopics in parentheses): definition of neglect (distinguishing neglect from abuse, legal vs professional definitions, operational definition); prevalence of neglect; etiology (economics, cultural values and child caring, breakdown of the nuclear family, parental pathology, cycles of neglect); identification, casefinding, early warning signals; consequences (neurological and other physical sequelae, emotional sequelae, cognitive deficit, antisocial behavior); prevention (child advocacy, rights of children, help for families at risk); and treatment (social casework, group techniques, parent-child community programs, mental health centers, day care, engineered communities). (LS)

ABSTRACT 420

EC 08 0420 ED 115 023
Publ. Date 75 62p.
Efron, Marvin.
DuBoff, Beth Reilly.
A Vision Guide for Teachers of Deaf-Blind Children.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Deaf Blind*; Vision*; Visual Perception*; Evaluation Methods*; Teaching Methods*; Exceptional Child Education; Multiply Handicapped; Early Childhood Education; Elementary Secondary Education; Guidelines; Instructional Materials; Definitions;

The guide for teachers of deaf blind children deals with visual functioning, evaluation, and instruction. An overview of the fundamentals of visual functioning in deaf blind children includes concepts basic to an understanding of the process. Assessment and evaluation of the child's visual functioning is discussed, and procedures for determining status and progress are presented. A final section of the monograph includes techniques and materials for development of the child's visual skills. Appendixes include a composite scale of visual development in normal children, a glossary of terms related to the eye and vision, and a teacher's guide for evaluating visual functioning. (Author/LS)

ABSTRACT 398

EC 08 0398 ED N. A.
Publ. Date Jul 73 8p.
Muma, John R.
Language Assessment: Some Underlying Assumptions.
Journal of the American Speech and Hearing Association (ASHA); V15 N7 P331-338 Jul 73

Descriptors: Exceptional Child Education; Handicapped Children*; Early Childhood Education; Elementary Secondary Education; Language Handicaps*; Language Ability; Language Tests*; Evaluation Criteria*;

The author discusses underlying assumptions which he feels clinicians need to consider in the following seven areas of language assessment: quantitative and descriptive approaches, language knowledge and usage, language structure and function, formal and informal approaches, sampling, data handling, and validity. (LS)

ABSTRACT 340

EC 08 0340 ED N. A.
Publ. Date Dec 75 10p.
Moog, Jean S.
Language Instruction Determined by Diagnostic Observation.
Volta Review; V77 N9 P561-570 Dec 1975

Descriptors: Aurally Handicapped*; Language Instruction*; Case Studies*; Teaching Methods*; Observation*; Exceptional Child Education; Early Childhood Education; Educational Objectives;

Two detailed case studies are presented describing language instruction objectives and procedures for two hearing impaired children (3 years old) who exhibited very different language abilities. Stressed is the importance of basing objectives and procedures on careful observation of each child's abilities and responses to previous teaching. (Author/LS)

ABSTRACT 332

EC 08 0332 ED N. A.
Publ. Date 74 63p.
Marmorale, Ann M.
Brown, Fred.
Mental Health Intervention in the Primary Grades.
Behavioral Publications, Inc., 72 Fifth Ave. New York, NY 10011 ($3.95)
Community Mental Health Journal Monograph Series, No. 7.

Descriptors: Research Projects; General Education*; Primary Education*; Mental Health*; Intervention*; School Services*; Academic Achievement; Psychological Evaluation; Ethnic Groups;

The effectiveness of a comprehensive mental health program in the elementary grades was investigated in 145 first graders. During the 3 year program, Ss were provided with a number of intervention services (such as psychiatric consultation and treatment by the project psychiatrist, counseling and group work by the staff psychologist, and consultations with school administration and guidance counselors) and were tested and retested on a

battery of educational and psychological tests (including the Wechsler Intelligence Scale for Children, the Rorschach, and the Children's Apperception Test). Since all subjects could be classified into three ethnic groups (White, Black, or Puerto Rican), a comparative analysis was made; and test results were compared between Ss and a control group (not having access to intervention variables). Among results were that all three ethnic classes showed significant positive gains, and that both the experimental and control groups made significant gains on nearly all test variables after 3 years. From the findings, nine conclusions were drawn which included that White children are most likely to show significant increments in achievement test scores after several years experience, and that the specific result of mental health intervention is an increase in responsiveness to the positive factors present in the school situation. (SB)

ABSTRACT 183

EC 08 0183 ED N. A.
Publ. Date Nov 75 6p.
Meyer, Dianne H.
Wolfe, Virginia I.
Use of a High-Risk Register in Newborn Hearing Screening.
Journal of Speech and Hearing Disorders; V40 N4 P493-498 Nov 1975

Descriptors: Aurally Handicapped*; Identification*; Screening Tests*; Program Evaluation*; Hospitals*; Exceptional Child Research; Infancy; Program Descriptions;

Since 1973, 450 high risk newborns have been routinely screened for hearing loss at Presbyterian St. Luke's Hospital (Chicago). Infants are identified as high risk if they present any of the conditions listed by the Joint Committee on Infant Hearing Screening or if they are placed in the special care or intensive care sections of the newborn nursery. During the program's first 12 months, 17% of the total newborn population have been included in the screening, and 7% of those screened have failed to respond. Approximately half of the infants who have failed the screening have returned for followup testing. No hearing loss has been identified among these infants. Special steps have been required to improve the screening's effectiveness, especially in assuring followup examinations. (Author/LS)

ABSTRACT 157

EC 08 0157 ED N. A.
Publ. Date Oct 75 2p.
Hoffman, Seymour.
And Others.
Preschool Intellectual Assessment with the Ammons Quick Test.
Psychology in the Schools; V12 N4 P430-431 Oct75

Descriptors: Research Projects; General Education*; Preschool Education*; Intelligence Tests*; Test Validity*; Intelligence Quotient;

Identifier: Ammons and Ammons Quick Test;

The validity of the Ammons and Ammons Quick Test (QT) was assessed using 70 preschool children. Ss were administered the QT and a form of the Stanford Binet Intelligence Test (SB), and measures of mental age (MA) and IQ were compared. Results showed a difference in MA mean scores of 20 months and a difference in IQ mean scores of 38 points between the two tests; i.e., children scoring at the bright-normal level on the SB would be categorized "borderline" on the QT. Evidence raised doubt about the validity of the QT for preschool intellectual assessment and indicated a need for further research with children of different intelligence levels. (SB)

ABSTRACT 156

EC 08 0156 ED N. A.
Publ. Date Oct 75 2p.
Alston, Herbert L.
Doughtie, Eugene B.
Correspondence of Constructs Measured by the Kindergarten Screening Inventory by Sex and Ethnic Group.
Psychology in the Schools; V12 N4 P428-429 Oct 75

Descriptors: Exceptional Child Research; Disadvantaged Youth; Ethnic Groups*; Kindergarten; Test Validity*; Sex Differences*; Statistical Analysis; Culture Free Tests*; Negroes; Mexican Americans;

Identifier: Kindergarten Screening Inventory;

The constructs measured by the Kindergarten Screening Inveventory (KSI) were investigated in 788 male and 739 female kindergarteners from Anglo American, Negro American, and Mexican American ethnic groups. Ss were administered the KSI, and test items were factor analyzed for the different sex and ethnic groups. Results indicated that the KSI substantially measures the same constructs for both sexes and all ethnic groups. (SB)

ABSTRACT 145

EC 08 0145 ED N. A.
Publ. Date 75 5p.
Danwitz, M. Winifred.
Early Speech and Language Problems.

Bulletin of the Orton Society; V25 P86-90 75

Descriptors: Exceptional Child Education; Language Handicapped*; Early Childhood; Receptive Language*; Expressive Language*; Identification*;

Early identification and remediation of receptive or expressive language disorders in young children are essential to prevent further intellectual, emotional, and academic dysfunction. The assessment process should involve efforts to determine where the communication process has broken down, what the child can and cannot do, and whether the child tries to compensate for his deficits. (DB)

ABSTRACT 91

EC 08 0091 ED 113 857
Publ. Date 75 11p.
Jacobs, Jacqueline E.
Sacatsh, Jean.
Kindergarten Diagnostic Assessment of Learning Style.
EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Identification*; Learning Characteristics*; Testing*; Program Descriptions*; Exceptional Child Education; Primary Education; Kindergarten; Screening Tests;

Described is a program to identify potential learning problems and learning styles in 131 kindergarten children through the assessment of global intelligence, gross and fine motor skills, visual perception skills, auditory perception skills, speech and language development, social skills, alphabet recognition, and number concepts. Standardized tests and informal assessment measures used in the screening program are described. It is explained that organization of the testing program involves eight testing stations; a professional staff of three social workers, two psychologists, three speech therapists, and one learning disabilities teacher; and 20 volunteer parents or graduate students. It is reported that the program has distinguished five groups of children ranging from children needing gross motor or language experiences to children ready for the prereading program. (Author/DB)

ABSTRACT 72

EC 08 0072 ED N. A.
Publ. Date Fall75 5p.
Solkoff, Norman.
Matuszak, Diane.
Tactile Stimulation and Behavioral Development Among Low-Birthweight Infants.
Child Psychiatry and Human Development; V6 N1 P33-37 Fall75

Descriptors: Research Projects*; General Education*; Infancy; Premature Infants*; Body Weight*; Child Development*; Performance Tests; Stimulation; Performance Factors; Program Effectiveness;

Eleven low-birthweight and premature infants were tested to determine the effects of tactile stimulation on performance and weight gain. The Neonatal Behavioral Assessment Scale was administered to the experimental group both prior to and following a nursery program of enriched tactile stimulation, and the same instrument was administered twice to a control group who received no intervening extra stimulation. Whereas control infants showed changes of 2 or more points on only 2 of the instrument's 26 scales, the experimental babies showed positive changes of 2 or more points on 11 scales. There were no differences in weight gain between the two groups. (Author/SB)